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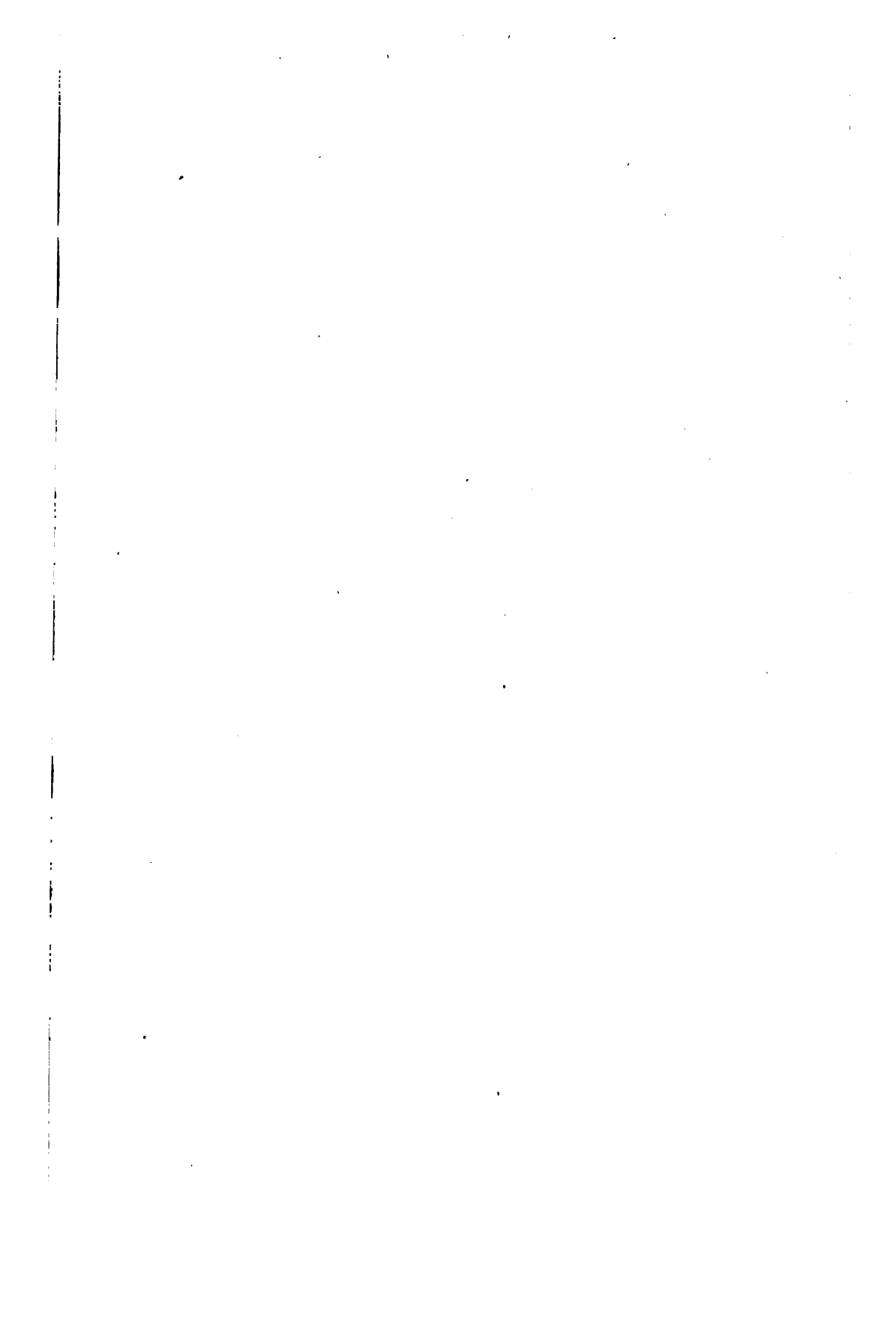
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# BIENNIAL REPORT

OF THE

47117

# STATE SUPERINTENDENT

OF THE

STATE OF WISCONSIN,

FOR THE

**Two Years Ending June 30, 1894.**

---

OLIVER E. WELLS, State Superintendent.



MADISON, WISCONSIN:  
DEMOCRAT PRINTING COMPANY, STATE PRINTER.  
1894.

Office of STATE SUPERINTENDENT,

MADISON, WIS., December 15, 1894.

To His Excellency, GEORGE W. PECK,

*Governor of Wisconsin.*

SIR:—In compliance with the requirement of law I have the honor to submit herewith the sixth biennial report of the Department of Public Instruction, covering the years commencing July 1, 1892, and ending June 30, 1894.

I am sir, very respectfully,

Your obedient servant,

OLIVER E. WELLS,

*State Superintendent.*

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# SIXTH BIENNIAL REPORT

OF THE

## STATE SUPERINTENDENT.

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Office of the State Superintendent,  
Madison, Wis., November 15, 1894.

It is the design of this report to present in general statements and in statistical tables the condition of the educational affairs of the state, so far as they come within the purview of the state superintendent. Private schools that are not incorporated are not required by law to report to this office, and while the requests for information have generally elicited courteous responses from those in charge of these schools, these statistics are still incomplete. The statistical tables embodied in this report cover the two years ending June 30, 1894. Its general statements are applicable to the years ending December 31, 1894.

Steady progress has been made in every branch of the public school service. It is gratifying to report increased efficiency in the university, the normal and free high schools of the state. The constantly augmenting numbers that crowd the halls of these and of other institutions of learning show that the material prosperity that has caused Wisconsin to take high rank among her sister states has incited her people to achieve equal success in mental and moral progress. If the rural



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*Introductory.*

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schools have shared but slightly in this advance the causes that retard their progress are not far to seek. Many of them lie in eddies that are affected but little by the general currents of thought. A brief statement of the condition and prospects of the various public school interests of the state may be found under their appropriate titles.

Many school problems were discussed in the last biennial report, and as the conditions remain substantially the same, and as my views regarding them have undergone no material modification, I refer to the last report as embodying views which it is not thought necessary to repeat.

*Statistics.*

## CENSUS STATISTICS.

CENSUS.	1893.	1894.
Number between 4 and 20 residing in the state .....	637,684	665,268
Number between 7 and 13 residing in the state .....	287,606	296,841
Number between 7 and 13 who attended public school 12 weeks or more .....	217,277	230,759
Number between 7 and 13 who attended private school 12 weeks or more .....	47,237	47,916
ENROLLMENT IN PUBLIC SCHOOLS.		
Number between 4 and 20 .....	371,794	384,243
Number under 4 .....	321	341
Number over 20 .....	932	1,086
Total number .....	373,047	385,620
SOME PERCENTAGES.		
Per cent. of the number between 4 and 20 enrolled in the public schools .....	56	57.8
Per cent. of those between 7 and 13 who attended public schools 12 weeks or more .....	75.5	77.5
Per cent. of those between 7 and 13 who attended private schools 12 weeks or more .....	16.4	16.2
Per cent. of those between 7 and 13 who did not attend any school 12 weeks or more .....	7.9	6.4
SCHOOLHOUSES.		
Number of schoolhouses in the state .....	6,749	6,795
Seating capacity of all public schoolhouses .....	419,198	452,708
TEACHERS.		
Number of male teachers employed .....	2,203	2,307
Number of female teachers employed .....	10,248	10,274
Total number employed .....	12,450	12,581
Average monthly wages of males (in counties) .....	\$43.70	\$47.80
Average monthly wages of females (in counties) .....	\$29.43	\$33.15
TEACHERS' QUALIFICATIONS.		
Number of Normal teachers employed, graduates, in counties .....	175	265
Number of Normal teachers employed, undergraduates, in counties .....	1,243	1,269
Number of teachers holding state certificates, in counties .....	182	214
First grade certificates granted:		
By county superintendents .....	406	399
By city superintendents .....	115	74
Second grade certificates granted:		
By county superintendents .....	1,189	1,184
By city superintendents .....	204	200
Third grade certificates granted:		
By county superintendents .....	6,956	7,705
By city superintendents .....	576	485
Certificates limited to less than one year, in counties .....	1,339	1,033
Total certificates granted .....	10,765	11,080
Applicants refused certificates:		
By county superintendents .....	4,353	5,580
By city superintendents .....	145	184

## REPORT OF THE

*Statistics—Financial.*

STATE CERTIFICATES AND DIPLOMAS.		1893.	1894.
Number of unlimited state certificates granted.....		10	15
Number of limited state certificates granted.....		16	4
Number of diplomas of University of Wisconsin countersigned.....		14	19
Number of diplomas of Normal schools countersigned.....		61	73
Number of certificates of Normal schools countersigned.....		40	47
Number of diplomas of colleges countersigned.....		8	5
Number of diplomas of foreign colleges countersigned.....		19	14
TOWN LIBRARIES.			
(Obtained by withholding money from school fund income.)			
Number of towns complying with the law.....		588	562
Amount withheld.....		\$12,375	
Amount expended for books.....		12,400	\$10,168
Number of books bought.....		14,501	12,098
Whole number of books in town libraries.....		60,514	75,597
DISTRICT LIBRARIES.			
(Obtained by local taxation )			
Number of books bought.....		7,819	
Total number of books in the libraries.....		61,106	

## FINANCES—COMMON SCHOOLS.

RECEIPTS.	1893.	1894.
Amount on hand June 30, 1892.....	\$1,689,484 53	\$1,847,624 71
From local taxes.....	2,881,604 75	2,644,001 84
From taxes levied by county boards.....	835,976 97	866,054 02
From school fund income.....	660,753 96	774,145 19
From all other sources.....	576,207 87	450,612 02
Total.....	\$6,673,927 58	\$6,584,007 00
DISBURSEMENTS.		
For building and repairing.....	\$745,624 83	\$677,961 42
For apparatus, furniture, etc.....	123,172 22	109,648 88
For old indebtedness.....	201,490 11	181,211 22
For teachers' wages.....	2,992,346 14	3,159,621 95
For all other purposes.....	819,547 13	854,138 45
Total.....	\$4,880,180 45	\$4,929,191 40
Balance on hand, June 30, 1894.....	1,793,746 66	1,654,828 56
EXPENDITURES PER INDIVIDUAL.		
Per capita of those between 4 and 20:		
In cities having superintendents.....	\$3 90	\$3 79
In the counties outside of cities.....	7 03	6 88
Per capita on those enrolled between 4 and 20:		
In cities having superintendents.....	19 68	19 83
In the counties outside of cities.....	10 82	10 44
Per capita for teachers' wages only on those enrolled between 4 and 20:		
In cities having superintendents.....	11 40	12 71
In counties outside of cities.....	6 66	6 72

*Finances—Normal Schools.*

## FINANCES — NORMAL SCHOOLS.

RECEIPTS.	1893.	1894.
Interest from bank deposits .....	\$1,624 49	\$5,789 83
Income from investments .....	99,819 01	100,024 97
Teachers' Institutes .....	1,477 89	1,726 95
Milwaukee School, ch. 364, laws of 1885 .....	10,000 00	10,000 00
Tuition, book rent, etc. ....	14,868 29	13,868 60
Miscellaneous sources .....	31 28	897 68
One twentieth mill tax, ch. 185, laws of 1893 .....		82,700 00
Drainage fund, ch. 185, laws of 1893 .....	70,889 02	
Gift from Stevens Point .....	50,000 00	
Gift from Superior .....	65,000 00	
Totals .....	\$313,258 08	\$163,868 08
DISBURSEMENTS.		
Apparatus .....	\$1,679 86	\$1,949 29
Building .....	2,294 60	42,723 61
Fuel and light .....	8,258 80	7,398 18
Furniture .....	715 69	582 82
Miscellaneous at schools .....	6,091 84	*68,917 83
Printing at schools .....	1,446 69	1,166 76
Reference books .....	1,068 57	1,223 69
Repairs .....	5,523 01	3,506 48
Salaries .....	103,154 64	106,034 54
Stationery at schools .....	1,500 41	1,152 18
Text-books .....	3,640 16	2,540 07
Water rent .....		546 26
Teachers' Institutes .....	4,967 85	6,907 82
Services and expenses of board committees and secretary .....	1,095 70	2,005 76
Postage, printing, stationery, telegrams and incidentals .....	2,818 24	876 45
Salary of secretary .....	1,800 00	1,800 00
Totals .....	\$145,990 16	\$249,331 69

\*\$65,000 of this sum returned to Superior, the board having decided not to build a school in that city.

*State University Finances*

## STATE UNIVERSITY FINANCES.

	RECEIPTS.	
	Sept. 30, 1893.	Sept. 30, 1894.
Balance on hand Sept. 30, 1892-3	\$92,787 32	\$11,711 83
Income from productive University Fund	15,668 81	14,550 23
Income from productive Agricultural Fund	17,171 48	17,543 85
State tax, $\frac{1}{2}$ mill	81,632 12	81,750 00
Chapter 62, laws of '87 ( $\frac{1}{2}$ year in 1894)	6,000 00	18,000 10
Chapter 418, laws of '87	3,000 00	
From U. S. for Ex. Station (Hatch bill)	15,000 00	15,000 00
From U. S. for Agr. Coll. (Worrell bill)	19,000 00	20,000 00
Chapter 23, laws of '91, one-tenth mill tax	65,305 00	65,400 00
Income of Jackson bequest	154 74	25 00
Students' fees, tuition, etc	30,406 40	36,043 01
From farm sales	5,438 45	9,092 36
Sales from shop	12 64	31 15
From rents	557 50	825 00
Interest on deposits	172 44	142 51
From time service, Washburn Observatory	1,461 00	
From John Johnston Fellowship	400 00	
From John Johnston Scholarship	250 00	
From John L. Mitchell Scholarship	2,000 00	
From Johnson Endowment, Moe refund	64 38	
For advertisements (net) in Institute Bulletin	747 05	1,220 00
From Colleges of Letters, Science and Law, items	48 80	
Jackson bequest, part of the principal	5,000 00	2,000 00
Chapter 282, laws of 1889 (2 years)		24,612 07
Chapter 280, laws of 1891		140,000 00
Ex. State Treasurers' refund		52,214 80
Express, refund		2 15
Subscription refund, A. A. A. S.		100 74
Insurance on armory		876 80
Alumni Fellowship		400 00
Economic Scholarship		300 00
Woman's Club Fellowship		150 00
Totals	\$362,278 64	\$511,571 35
	DISBURSEMENTS.	
	Sept. 30, 1893.	Sept. 30, 1894.
For salaries	\$95,283 95	\$107,086 60
For library	8,755 65	6,024 16
For apparatus	2,428 09	4,498 95
For furniture	1,177 98	387 05
For repairs	13,699 18	5,748 16
For incidental expense	18,615 38	13,867 83
For laboratory supplies	4,371 07	5,521 23
For insurance	311 97	961 26
For expenses of Regents	638 42	322 94
For fuel and light	10,733 59	11,397 99
For printing and advertising	4,228 42	2,958 90
For roads and grounds	2,031 10	3,021 02
For interest of John Johnson Endowment Fund	300 00	300 00
For interest of John Johnston Fellowship	400 00	52 00
For interest of John Johnston Scholarship	250 00	
For John L. Mitchell Scholarship	2,000 00	
For Jackson Professorship	806 92	836 00
For Camp Randall	44 42	
For Horticultural building	836 50	22,330 55
For extension of shop and laboratory	1,148 45	22,686 64
For Washburn Observatory	6,831 35	6,420 08
For apparatus "A." (chap. 500, laws of '87.)	178 55	
For Agricultural Institutes	14,343 19	12,704 33
For Law building	54,854 64	6,911 44
For Armory building	88,224 07	87,854 28
For Dairy building	1,740 58	
For Agricultural Ex. station	38,983 44	48,716 90
For Coll. Mechan. Eng.	27,122 20	29,891 69
For School of Pharmacy	5,239 20	6,157 51
For Alumni Fellowship		400 00
For Economic Scholarship		300 00
For Woman's Club Scholarship		150 00
For cases for apparatus		578 50
For Central Heating plant		4,669 01
For fire repairs, armory insurance		876 50
Totals	\$350,566 76	\$393,734 60
Cash on hand Sept. 30	11,711 88	117,836 75
	\$362,278 64	\$511,571 35

*Statistics—Free High Schools.***SUMMARY FOR CITIES HAVING CITY SUPERINTENDENTS.**

	1892-93.	1893-94.
Number of children between 4 and 20 years of age.....	218,018	215,823
Number of children between 7 and 13 years of age.....	89,150	90,317
Number of children between 7 and 13 who have attended public school 12 weeks or more .....	56,258	*59,818
Number of children between 7 and 13 who have attended private schools 12 weeks or more.....	28,261	*29,449
Enrollment of children between 4 and 20 in public schools .....	95,454	95,536
Number of school buildings.....	849	359
Seating capacity.....	90,991	100,699
Teachers employed.....	1,969	2,149
Average salary of male teachers.....		\$1,046
Average salary of female teachers.....		\$1.25

\* The totals on page 80, Part II., are incorrect as to these items.

**SUMMARY OF FREE HIGH SCHOOLS.**

FOUR YEARS' COURSE.	1892-93.	1893-94.
Number of such schools.....	116	117
Number of teachers employed.....	834	833
Number of pupils under 20 enrolled.....	8,831	.....
Number of pupils over 20 enrolled.....	177	.....
Number of pupils in English branches only.....	5,650	6,048
Number of pupils in German.....	1,602	1,606
Number of pupils in Latin or Greek.....	1,978	1,995
Number of graduates this year.....	1,017	960
Number of graduates since organization.....	8,312	9,062
Number of non-resident pupils enrolled.....	1,781	1,847
Average salary of assistants.....	\$504	\$519
Average salary of principals.....	987	.....
Number of principals with salary \$1,000 or over.....	90	.....
Number of female principals.....	1	1
Number of schools with average attendance less than 25.....	6	1
<b>THREE YEARS' COURSE.</b>		
Number of such schools.....	66	66
Number of teachers employed.....	83	84
Number of pupils under 20 enrolled.....	2,449	.....
Number of pupils over 20 enrolled.....	71	.....
Number of pupils in English branches only.....	2,174	2,353
Number of pupils in German.....	41	51
Number of pupils in Latin or Greek.....	15	8
Number of graduates this year.....	245	248
Number of graduates since organization.....	1,164	1,468
Number of non-resident pupils enrolled.....	58	577
Average salary of assistants.....	\$388	\$370
Average salary of principals.....	\$740	.....
Number of principals with salary \$1,000 or over.....	7	.....
Number of female principals.....	2	1
Number of schools with average attendance less than 25.....	23	19
<b>TOTALS IN BOTH COURSES.</b>		
Male assistants.....	28	32
Female assistants.....	206	201
Principals holding state certificates.....	44	54
Principals holding university or college diplomas.....	65	61
Principals holding normal school diplomas or certificates.....	68	69
Principals holding special certificates.....	26	11

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*Some Evidences of Progress.*


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## SOME EVIDENCES OF PROGRESS.

The political years beginning with January, 1891, and closing with January, 1895, have witnessed marked progress in the material equipment of our institutions of higher learning. At the university the expenditures for buildings, grounds and equipment are in excess of \$400,000. The principal items may be approximately stated as follows:

Dairy Building.....	\$35,000
Law Building .....	85,000
Horticultural Building .....	23,000
Chemical Laboratory, ventilation .....	5,000
President's House, addition and repairs.....	12,000
Armory and Gymnasium Building.....	130,000
Machine Shops, extension.....	30,000
Machine Shops, new machinery .....	10,000
Central Heating Plant .....	40,000
Phys. & Chem. Apparatus, special appropriations.....	5,000
Library, special appropriation.....	5,000
Camp Randall, purchase.....	25,000

The accommodation for pupils in the normal schools of the state have been nearly doubled within the same period. For building, repairing, and equipping the expenditure exceeds \$200,000 and may be stated in round numbers as follows:

Platteville.....	\$25,000
Whitewater, including rebuilding of burned wing.....	30,000
Milwaukee .....	35,000
Oshkosh .....	35,000
River Falls.....	2,500
Stevens Point, new building.....	80,000

At the same time the salaries of the instructional force have been increased:

At the University. ....	\$30,000
At the old Normal Schools.....	20,000
Salaries at the new Normal School amount to.....	17,000

The total increase of expenditure for new buildings, extensions, equipment and salaries exceeds \$730,000.

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*Some Evidences of Progress.*


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The legislature of 1891 gave to the university a one-tenth mill tax for six years for the construction of new buildings and the repair of old ones. The income from this source, including this fall's tax levy, is about \$260,000. The additional income from this source will be not less than \$120,000. In 1893, for similar purposes, general expenses and the purchase of Camp Randall, the legislature gave the university \$165,000.

In 1891, the legislature made special appropriations of \$10,000 each to Whitewater and Platteville for additions to their buildings which the board supplemented with \$5,000 to each from its own funds. At the last session \$70,939.02 was appropriated from the drainage fund to the normal school fund income to aid in establishing two new normal schools. A one-twentieth mill tax was also authorized to aid in the maintenance of these schools. The income from this source last year was \$32,000 and was paid from the general fund. For the current year, owing to the reduction in the valuation of the state, it will be \$30,000.

Of the direct war tax (\$441,333.67) refunded by the general government, the legislature of 1891 gave to the

Common school fund.....	\$141,672.04
Common school fund income.....	23,568.57
Normal school fund.....	70,939.63
Normal school fund income.....	44,748.91
Drainage fund.....	70,939.02

This latter sum the legislature of 1893 transferred to the normal school account, as above mentioned. One hundred and one thousand dollars of the first item was devoted to the liquidation of state indebtedness to the school fund on account of a debt of the state to this fund, resulting from a settlement between the state and the United States government, by which the United States government withheld the sum of \$101,262.33 from the state on account of Rock River canal lands.



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*Some Evidences of Progress.*


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This amount was due the state from the proceeds of the sales of public lands, five per centum of which was made a part of the school fund by the constitution. This addition to the school fund rendered unnecessary the further levy of \$7,080.36 as an annual tax to pay the interest on this indebtedness which was required by section 247, R. S. The application was made under chapter 453, laws of 1891.

From the interest received from money on deposit in banks the land commissioners have credited to the

Common school fund income.....	\$29,885.89
Normal school fund income .....	14,906.26
University fund income .....	7,774.91

From the proceeds of the judgments against ex-treasurers the special commissioners gave the

University .....	\$52,214.80
Normal Schools .....	47,787.20

By keeping the school funds almost continuously and completely loaned the commissioners have been able to credit the various school funds with an amount in excess of former years of more than \$160,000.

Gratifying as is the progress of the university in material things, the change in its standards and aims is much more gratifying. The increased interest of the students in their studies, their desire for greater excellence in scholarship, and their generous cooperation with the president and faculty in their efforts to beget enthusiasm for sound learning and right conduct are manifest in all the phases of university life. Recalling the fact that the annual expenditure by the state and the students is more than three quarters of a million of dollars it is evident that the change is second to no reform accomplished within the state in recent years; but the financial gain is of little consequence when compared with the gain or loss of the only opportunity for an education and of a better chance in life for those who enter the university's doors.

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*Some Lines of Effort.*

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## SOME LINES OF EFFORT.

The changes in the law which require the state superintendent's approval of the legal qualifications of instructors in free high schools have resulted in a decided improvement in the character of the instructional force. The increasing vigilance and strictness of supervision, having regard not only to the courses of study, quality of instruction and necessary apparatus and library facilities but also to the comfort and decency of the accommodations afforded, has awakened a deeper interest in these schools and improved their character. Since in them more teachers in the common schools receive help than are directly aided by the university and normal schools together, any improvement is a matter of public congratulation.

I record with much satisfaction the state's abandonment of provincialism in the matter of certificates and diplomas. Heretofore none but documents granted in Wisconsin and successful teaching in her public schools were recognized by law, and no training that our best institutions could give was sufficient to qualify for teaching a single probationary year. Now Harvard, Yale and Williams have legal equality with Ripon, Lawrence and Beloit. An equivalent life certificate granted in another state has legal equality with our own, and our own university, college and normal school diplomas are a legal license to teach for at least one year. Wisconsin is now hospitable to talent and culture irrespective of state lines.

The record of certificates granted and diplomas and certificates countersigned is as follows:

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*Some Lines of Effort.*


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*Diplomas and certificates countersigned by the State Superintendent during  
the four years ending September 30, 1894.*

	From Sept. 30, 1890, to Sept. 30, 1892.	From Sept. 30, 1892, to Sept. 30, 1894.
Normal school diplomas and certificates:		
Milwaukee.....	55	54
Oshkosh.....	30	51
Platteville.....	39	40
River Falls.....	19	28
Whitewater.....	42	48
University of Wisconsin diplomas.....	35	34
Diplomas from Normal Dep't Mil. H. S.....	19	1
Diplomas from private colleges:		
Beloit.....	2	3
Lawrence.....	5	6
Milton.....	2	2
Ripon.....		1
Unlimited state certificates issued.....	6	25
Limited state certificates issued.....	33	20
Diplomas and certificates countersigned under Secs. 3 and 5, Ch. 156, Laws of 1893:		
Diplomas.....		28
State certificates.....		5
Total.....	287	346 633

*Diplomas and certificates countersigned by the State Superintendent from  
September 30, 1894, to November 15, 1894.*

Normal school diplomas and certificates:	
Milwaukee.....	3
Oshkosh.....	1
Platteville.....	6
River Falls.....	4
Whitewater.....	1
University of Wisconsin diplomas.....	2
Diplomas from private colleges:	
Lawrence.....	1
Diplomas from foreign colleges.....	2
Total.....	20
Total number countersigned during the four years ending Nov. 15, 1894.....	653

*Some Lines of Effort.*

The record for all previous years (23) is as follows:

Normal school diplomas and certificates:	
Milwaukee . . . . .	51
Oshkosh . . . . .	177
Platteville . . . . .	154
River Falls . . . . .	76
Whitewater . . . . .	258
University of Wisconsin diplomas . . . . .	167
Diplomas from Normal Dep't Mil. H. S . . . . .	40
Diplomas from private colleges:	
Beloit . . . . .	15
Lawrence . . . . .	38
Milton . . . . .	20
Ripon . . . . .	17
Milwaukee female college . . . . .	1
Unlimited state certificates issued . . . . .	103
Limited state certificates issued . . . . .	91
Total . . . . .	1,208

The number of cases of appeal heard and determined between January, 1891, and December 1st, 1894, is ninety-one. The amount and perplexity of the labor involved can be appreciated only from a knowledge of the magnitude and importance of the interests involved and the desperation and bitterness with which these contests are waged. It is a matter of no little satisfaction to be able to state that no decision rendered has been called in question in the courts. This fact is largely due to the patient and painstaking effort, wisdom and fair-mindedness of the assistant superintendent, Mr. Charles A. Hutchins.

The Manual of the Course of Study for Common Schools was revised and largely rewritten in 1891. An edition of 15,000 copies was exhausted in about two years, necessitating republication. It has been again carefully revised and largely rewritten. An edition of 20,000 copies was published in July, 1894, which after supplying the counties this fall should meet all reasonable demands for two or three years.

A new edition of the school code, published in 1892, has received high commendation.

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*Some Lines of Effort.*

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A circular entitled "Architecture, Ventilation and Furnishing of Schoolhouses" was issued from this department in the fall of 1892. It was designed to aid school officers in the construction of suitable school buildings and to encourage provision for more healthful and pleasant surroundings. It has received a cordial welcome and evidence of its usefulness is abundant. It is hoped that it will lead to material increase in the comfort and convenience of the schools.

A High School Manual, a pioneer in this field, was published early in the present term. An edition of 1,500 copies was exhausted within a year of its publication and urgent demands for additional numbers had to be denied. A careful revision has been made and an edition sufficient for several years will be received from the press before the close of the month. The stability of the high schools requires that their courses should not be frequently changed.

A faithful attendance upon the meetings of both boards of regents and their committees, together with the protracted and perplexing labors incident to the execution of the laws relating to high schools, has directed the attention and effort of the state superintendent more exclusively to the institutions for secondary and higher learning than seemed to him desirable. It had been his ambition to do more than had heretofore been attempted for the common schools; but this seeming diversion may not be without compensations. No great system of public schools has ever yet been developed from below upwards. The order of growth has not been common schools, high schools and academies, normal schools, colleges and universities, but, in a general way, the reverse. Whatever, therefore, tends to strengthen the foundations upon which a vigorous system of public schools can be built cannot be lost effort. With a goodly proportion of cultured people in every community no portion of the state will long be content with an inefficient system of common schools.

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*Some Lines of Effort.*

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It must not be inferred, however, that the common schools have not received an unusual share of attention. The commission of the last legislature to revise the laws relating to schools has directed the chief effort of the department during the past two years to the condition of these schools and the method of their improvement. The school laws of all the states have been collected and carefully studied. The superintendent has visited all the New England states, New York, Pennsylvania, Ohio, Indiana, Illinois and Iowa, and consulted their superintendents in regard to their laws and administration. Naturally much has been gathered from these conferences regarding the defects of school systems and the judgment of school officers as to the best way to remedy them. The reports of a long line of able men who have had to do with the supervision of the schools in our own state have been a mine of information as to the inherent and perhaps ineradicable defects in our own system. The results of this study, observation and reflection have been embodied in a code which will be submitted at the proper time to the legislature. No more conscientious and painstaking labor has been performed in this office. It is a matter of keenest regret that its perfection cannot be proportionate to the honesty and faithfulness of the effort. Four men in the department who come to their present position through almost every grade of office below,—district officer and teacher, village and high school principal, town, city and county superintendent, no one of these positions being without its representative, have given their best thought and effort to the work after long experience with the administration of the system as a whole. I am confident that the adoption of this code without essential modification will give Wisconsin the most simple, consistent and efficient system of common school laws in the union.

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*Missing Funds and the State Debt.*

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## MISSING FUNDS AND THE STATE DEBT.

During my first term I caused a prolonged and careful examination of the records in the office of the secretary of state relating to the management of the school funds, to be made. The results of this investigation were published in the last biennial report. The revelation of heavy losses to these funds in former years and of failure properly to account for large sums shown to have been received enabled and doubtless prompted the attorney general to institute proceedings against the general government, from which, if the claim shall prove to be well founded, several millions of dollars may be recovered. The prosecution of the case should at least result in balancing the books in the secretary of state's office and showing the destination of more than a million of dollars. Chapter 453 of the laws of 1891, is unique in the legislation of Wisconsin in that it is the only statute relating to the disposition of money repaid by the general government, for aid in suppressing rebellion. The amount previously returned is variously reported at \$1,059,162.02, \$1,147,175 and \$1,394,206.59, and yet there is no law or contemporary report of secretary of state or treasurer indicating its destination. If it ever reached the treasury it seems to have drifted through, leaving no trace of its coming or going. Since more than five and a quarter millions of dollars is reported as having been spent for war purposes it is not apparent why only one and a quarter millions was collected.

It is not to the credit of the state that its books should balance month by month for sixteen years with a debit of \$206,133.04 to the United States. In spite of wise constitutional limitations of state indebtedness and urgent provisions for freeing the state from debt, we still maintain a state debt of two and one-quarter millions of dollars upon which we annually pay seven per cent. interest. Upon this debt we have already paid more than

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*Penal Fines.*

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four and one-half millions of dollars and the beginning of the end is not yet in sight.

In spite of the necessity for extraordinary expenditures in excess of usual receipts it has been found possible to devote this year nearly three-quarters of a million of dollars to the reduction of taxes. If the affairs of the state be economically administered and the present laws relating to taxes remain, it is evident that a large surplus of revenue can be devoted to the cancellation of the certificates of indebtedness. I recommend immediate legislation to this end.

PENAL FINES.

Our research also revealed an annual loss to the school funds probably in excess of \$60,000 from the failure properly to return the clear proceeds of penal fines as required by section 2 of article X of the constitution. I was instrumental in securing the passage of more drastic laws by the last legislature for the collection and return of these fines. There has been a moderate increase in the receipts from this source but not enough to warrant expectation of future obedience to the law. As a basis of future action, I requested the inspector of high schools, Mr. J. A. Sheridan, to examine the records of municipal courts and city and county clerks and treasurers, and am thus able to present important information.

The following table, copied from the books of the city comptroller, shows the amount of fines collected in Milwaukee during the last eleven years.

c—Supt.



*Penal Fines.*

YEAR.	Am't city.	State.
1883.....	\$12,298 50	\$2,176 08
1884.....	12,398 50	2,201 65
1885.....	11,997 96	3,685 81
1886.....	21,624 36	3,443 71
1887.....	16,236 53	4,172 62
1888.....	18,680 90	4,360 17
1889.....	19,546 62	3,486 42
1890.....	30,432 78	3,523 70
1891.....	32,734 69	*937 33
1892.....	28,132 56	*58 70
1893.....	31,683 32	*23 45
	\$230,816 70	\$28,064 09

\* It should be noted that the amount in so-called state cases for each of the years '91, '92, and '93 is unusually small. The comptroller stated, after computation, that \$4,673.07 should be deducted from the amount credited to "city" cases in those years and added to the receipts in "state" cases. This would make the aggregate of city cases \$226,143.63, and of state cases \$32,837.16.

A member of the legislature from Milwaukee who had been for six years city attorney stated in committee that Milwaukee owed the state five or six hundred thousand dollars on this account.

Forgery, embezzlement, assault and battery and larceny are classed by the clerk as "state cases"; all others are classed as "city cases."

Minutes of the court for the month of August, 1894, showed that fines were imposed in 192 cases for "drunk and disorderly conduct," 151 cases for "disorderly conduct," 67 cases for drunkenness, 2 cases of forgery, 1 for playing ball upon the street, 2 for cruelty to animals, 1 for embezzlement, 28 for assault and battery, 1 for indecent exposure, 7 for carrying concealed weapons, 3 for resisting officers, 1 for shooting inside city limits, 9 for keeping unlicensed dogs, 2 violation of boulevard ordinances, 2 keeping houses of ill-fame, 12 inmates of such houses, 1 keeping disorderly house, 1 selling liquor without license.

The character of offences for which fines are imposed under the provisions of the various city charters does not differ materially, but the amounts imposed for similar offences differ widely. In La Crosse, as the records show, they are heavy, in Eau Claire light.

*Penal Fines.*

No division of receipts into state and city fines was made previous to last year; all fines were turned in gross sum into the city treasury. Section 2512, R. S., provides that "All fines and penalties collected in criminal cases, and paid into the treasury of said city, shall be accounted for and paid over to the treasurer of said county. Section 715, R. S., subdivision 5, requires the county treasurer to transmit the same to the state treasurer. The clerk estimates the amount annually collected in state cases at \$5,000 and in city cases at \$25,000 or \$26,000.

The comptroller for the city of La Crosse reported the following amounts turned into the city treasury for the years named:

1888 .....	\$4,679 45
1889 .....	4,550 48
1890 .....	3,968 22
1891 .....	4,200 00
1892 .....	3,488 80
1893 .....	2,870 75
1894 .....	2,075 00
Total, 7 years .....	\$25,832 20

The reports of the city comptroller at Eau Claire show the following amounts received from the municipal court for the years named:

1888 .....	\$535 15
1889 .....	1,248 55
1890 .....	567 40
1891 .....	622 25
1892 .....	383 15
1893 .....	618 65
Total, 6 years .....	\$3,975 15

At Racine the fines are collected by the chief of police and accounted for by him to the city treasurer. The amounts reported for the past five years are:

1890 .....	\$99 49
1891 .....	226 44
1892 .....	206 93
1893 .....	384 51
1894 .....	319 13
Total .....	\$1,236 49

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*Penal Fines.*


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At Green Bay the records show the balance due the city after the justice has deducted his fees and the fees paid to witnesses, both improperly charged to this account.

1889 .....	\$50 00
1890 .....	190 00
1891 .....	150 00
1892 .....	250 00
1893 .....	0 00
Total.....	<u>\$640 00</u>

At Oshkosh no separate account of fines is kept; information is therefore meager. There was reported in

1891 .....	\$193 75
1892 .....	363 50
1893 .....	877 83
Total.....	<u>\$1,735 08</u>

Investigation was also made at Appleton, Fond du Lac, Kenosha and Chippewa Falls, but the additional information is not sufficiently significant to warrant cumbering the report with the tabulations.

At Appleton the county board was so dissatisfied with the reports of justices that the district attorney was directed to bring suit to secure a proper accounting and return of the money, but prosecutions have not yet been begun. In one county two years ago the county board refused to allow the claim of a single justice and not one of them dared to sue on the bill which he had sworn was just and true.

The inquiry shows that, in some cases, dockets are not kept, justices pocket the fines, cities and counties appropriate them—some for the support of the poor, some for the police, some for schools and others for general purposes. City charters contain sections similar in effect with the penal statutes of the state. In some places impecunious culprits are taken in the name of the state, while those able to pay a fine are taken in the name of the city or village.

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*Township Libraries.*

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Were we to assume that all the facts are ascertained and that they fairly represent the average annual receipts for the past twenty years, we should have an aggregate balance due the state from the ten counties inspected exceeding \$700,000. It must not be forgotten that the process of depletion has been going on for more than forty years and that not ten counties alone but the whole state is involved. How much is due the school fund cannot be approximately estimated; that the amount is large cannot be doubted. The constitution is plain, the laws are explicit, the decisions of our highest courts sweeping; faithful administration alone is wanting. We are stealing from our children the security of a priceless heritage. The administration of justice is corrupted at the fountain. We should be peculiarly sensitive against committing crime when punishing crime. What hope of justice can the accused have when he knows the justice is pecuniarily interested in his conviction? How can we expect the vicious to become virtuous if the representatives of justice are dishonest and the public condones the offense?

If the constitution and laws are wrong or inexpedient, let them be changed in lawful ways; but let us, pending the decision, be law abiding. If the initiative be not taken by the proper state officers I recommend such legislative action as will ensure the recovery of the amount due, and obedience to the laws so long as they may be permitted to stand.

#### TOWNSHIP LIBRARIES.

A love of good reading by a people is regarded as one of the best guaranties of good government and therefore of general prosperity and happiness. It gives not only the diffusion of knowledge that causes general intelligence, but it promotes right living and thinking. One of the best founded causes

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*Township Libraries.*

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of complaint against our schools, both public and private, has been the fact that the masses of our people, who have obtained their education in these schools, are not habitual readers of good literature. They have not formed such habits and tastes in childhood as to make all the years of their lives add knowledge by reading. They do not draw inspiration and information easily, lovingly and habitually from books, the great cold storage houses of the best of the world's experience. They believe in good reading but in their homes many of them read little or go by choice to literature that is worthless or morally and socially debilitating. The schools have trained children in the mechanics of reading but have not given that enjoyment in good literature, that zest for books that comes only from continued interest and pleasure in their perusal. Recent experience in the schools has proved, what has long been claimed by our wisest teachers, that the study of text-books must be supplemented by much practice in reading interesting books. Children need plenty of opportunity to read attractive stories, biographies, tales of travel and adventure, till the zest for information and interest, growing by what it feeds upon, begets a craving for wholesome knowledge which can best be satisfied by reading.

Children need opportunity in order to become habitual readers. They must not only know how to read but must have plenty of fresh and interesting material to read while the mind is most rapidly developing and fixing its habits. Give the average child mental food for good wholesome thoughts and he will build up a healthy, vigorous mind. The opportunity to read somewhat widely should be offered to every boy and girl in Wisconsin, no matter how poor their parents may be. The text-book work of every school should be supplemented by a good school library.

The pioneers of Wisconsin believed this and in their consti-

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*Township Libraries.*

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tution dedicated the income of the school fund "to the support and maintenance of common schools in each district and suitable libraries and apparatus therefor."

In the early days of the commonwealth the school fund income was small and the first legislatures were content to give the districts authority to use ten per cent. of this income for library purposes. About the time of the commencement of the civil war the legislature set apart a large sum to provide better libraries for the schools, but the money was finally used to help carry on the war and the law was repealed to await the return of better times. Nothing was done, except by individual effort, to provide better school libraries, until 1887, when the legislature passed a law authorizing the town treasurers to withhold, annually, from the school fund income which passes through their hands, ten cents for each person of school age in their respective towns.

The records of the purchases made under this law in 1894 are not complete. Excluding this year the records show purchases by 538 towns classified according to the number of purchases made as follows:

No. towns purchasing seven years .....	28
No. towns purchasing only six years .....	32
No. towns purchasing only five years .....	54
No. towns purchasing only four years .....	97
No. towns purchasing only three years .....	113
No. towns purchasing only two years .....	110
No. towns purchasing only one year .....	104

Twenty-four townships have already reported first purchases in 1894 so that 562 towns have purchased libraries under this law. These towns have 3,643 district schoolhouses located in them. The more populous towns have, as a rule, been most easily persuaded to comply with the law, partly because they are usually wealthier in proportion to their population and partly because many of them contain graded schools whose

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*Township Libraries.*

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teachers have been more earnest and active in their efforts to secure libraries. Waukesha, Wauwatosa, Brandon and Palmyra are among the districts supplied under the law.

In many cases where teachers and county superintendents have failed to induce township officers to purchase libraries they have aroused an interest that has caused district officers to buy. A careful estimate shows that nearly two-thirds of the pupils who are attending the district schools in Wisconsin have the use of fair school libraries. The interest in such libraries has been even more marked in the cities and a large proportion of them have fair and some of them excellent libraries.

Under the law it is the duty of the state superintendent to recommend lists of books suitable for such libraries. When these lists were first compiled, the needs of the high schools were considered and they included a large proportion of volumes suited to such schools. Unfortunately some town clerks failed to confine their selections to books adapted to their schools and in their towns the books were little read and there grew up a prejudice against the law. During the administration of the present state superintendent a list of books, all of which are suitable to district libraries, has been compiled, leaving the books better adapted to graded and high schools to be included in a list less widely circulated. The books for these lists have been selected with great care. The department has first decided upon a number of books which are worthy in style, matter and form. The experience of teachers, librarians and parents is then drawn upon to find which of these worthy books have the crowning merit of being interesting to children.

An illustration of the interest excited by such volumes is found in the fact that of the eighty townships which made their first purchases of town libraries in 1891, sixty-seven have made other purchases and in the remaining thirteen the failure

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*Normal School Libraries.*

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to buy has been due to other causes than popular disapproval of the books.

When the list of books recommended is prepared, responsible jobbing houses are asked to state the prices at which they will furnish them to schools. Fortunately there has been considerable rivalry among these houses and they have offered even better than wholesale prices. A careful comparison of these prices with those offered under similar circumstances in other states shows that our prices are lower than those offered to schools in any other state in the Union.

Unfortunately more than one-third of the pupils in our district schools have no access to school libraries; and many of them are children who have the fewest home advantages. The towns now unprovided with libraries are the least progressive in school matters and, from present appearances, some of them are not likely to get libraries until the present generation of pupils have gone out from school.

It is high time for the state to decree that even the poorest boys and girls may have access to small libraries of the best children's books, that some small portion of our great school fund income shall be set aside until every district has a small free library. The library law should say "the town treasurer shall set aside ten cents for every person of school age for the purchase of school libraries," and not leave it, as now frequently happens, to time-serving officials to deprive the boys and girls of a birthright which the state constitution intended to guarantee to them.

#### NORMAL SCHOOL LIBRARIES.

During the past four years the libraries in the normal schools at Milwaukee, Oshkosh, Whitewater, River Falls and Platteville have been classified and provided with subject card catalogues made by professional cataloguers. These catalogues have made the collections of books which were for-



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*The University Library.*

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merly housed in these schools real libraries, because they have indexed their treasures so as to make them readily accessible to teachers and students. The result has been evident in the greatly increased use of these libraries by students and in their growing appreciation of the value of good books other than text-books. The young people who are going out from these schools as teachers are contributing to the increasing interest in school and public libraries, because they know how to use them intelligently and because they understand how modern methods of classifying and cataloguing have multiplied the opportunities of making books and libraries useful.

#### THE UNIVERSITY LIBRARY.

Something more than a year ago the work of classifying and cataloguing the library of the university was commenced. It has progressed so far as to prove its great value. Whole classes of books have been catalogued at once so that those who used the library might have results promptly. The books of general reference, philosophy, religion, ecclesiastical history, history, geography and travels, biography, economics, political science, music, fine arts, English language and literature, rhetoric and education are already classified and the catalogue is complete for that part of the library which is most largely used. Work on the remaining classes is steadily progressing.

The catalogue is the usual card catalogue of authors, titles and subjects. The classifying has been done on the lines of the expansive classification system of Mr. Charles A. Cutter. The class-mark or call-number entered on each card guides the reader to the exact place in the library where the book in question may be found. The classification is quite close; the subdivision of books based on subjects is minute. This feature, which is always important in a reference library, is especially valuable in this library because access is given to the shelves.

During the last six months the catalogue has been accessible to readers and the librarian notes an increased and more intel-

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*Arbor Day.*

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ligent use of the library. Any collection of books without an adequate catalogue loses much of its potential value.

### ARBOR DAY.

Arbor Day was first recognized by legal enactment in Wisconsin in 1889, but no measures were taken to secure its general observance by the schools until 1891. In that year this department first issued a circular urging upon teachers and school officers the observance of the day and giving materials to aid in making interesting and instructive programs. Governor Peck and other friends of education gave the movement an effective aid by the generous offer of \$1,000 as a fund to provide a prize for the school in each county which should, as a result of the Arbor Day interest, make the most comparative improvement in its school grounds. There was active competition for the prizes in fifty-eight counties and in many of them the results were a gratifying surprise to teachers and people. In that year too, and also in later years the state horticultural society used its influence and gave its help by issuing circulars and enlisting the aid of its auxiliary societies in exciting the popular sympathy and interest.

In 1892 and again in 1893 this department sent to each school in the state pamphlets giving full and explicit directions by able specialists upon the planting and care of trees and shrubs, upon the preparation and care of lawns and flower beds and upon the study of Wisconsin trees and birds and flowers. In 1893 teachers were requested to secure a special preliminary study of our common trees and to have a vote taken to decide which of them should be "the state tree of Wisconsin." This opportunity seemed to enlist the interest of nearly all the children and secured an unwonted study of the characteristics of common trees. Reports of the results of these votes were received from all the county superintendents except Burnett, Douglas, Green Lake, Manitowoc, Monroe, Rock 2nd and Waukesha and from nearly all the city superintendents.

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*Arbor Day.*

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These reports showed that 3,917 schools had cast 123,683 votes upon the question proposed, and that the maple had received 53,211, the oak 34,669, the pine 13,590, the elm 16,028, with the remainder scattering. No report of the number of trees planted was asked from the superintendents except in 1892, when the returns showed that 2,408 districts observed the day and planted 18,343 trees.

From all over the state has come hearty testimony respecting the enthusiasm easily awakened by Arbor Day, its refining influence, its stimulus to a loving study of nature and its effect in causing greater interest in forestry problems. It has incited neighborhoods to a new pride in enlarging and beautifying their schoolhouses and school grounds and has awakened an unwonted interest in horticulture in many communities.

Perhaps something of the spirit in which this holiday has been observed can best be shown by an extract from a circular sent by this department to every county superintendent and teacher in the state early in March, 1893.

"The world will soon be fresh and green, throbbing with many forms of re-kindling life. As nature dons her new dress and the fields and woods invite us into the open air, the children are stirred with the spirit of the season. Their curiosity is now easily aroused and should be excited rather than repressed. Draw them to a study of nature. When their interest is aroused you will often find them leading you into new fields. Do not be afraid to follow. This work does not find its fulfillment simply in the answering of questions. Its object is to awaken curiosity and lead to study. In the "Manual of the Elementary Course of Study" you will find many hints as to how you may conduct this study of nature. Many plans and methods will occur to you when you become interested. Only take pains to study the objects themselves, and be content to learn what these objects teach,—no less, no more,—and you will be surprised to find what a bright and interesting world you live in.

"This circular is intended to give you materials to use in stimulating this love of nature in the minds of the pupils. There are interesting selections that you may read to the younger

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*Of Statistics.*

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pupils or have them read. Others that they may commit to memory. There are charming extracts from the writings of the great prose writers and poets that should be read or learned by the older pupils, that the spirit of the writers may mould and refine their lives. There are hints as to the care of the school grounds and materials for Arbor Day exercises.

"Do not wait for Arbor Day to commence this work. Begin with the early spring to clear the school yard and to teach the children to read the book that is spread under the open sky. Arbor Day should not be a spasmodic attempt at tree planting. It should be the culmination of a growing interest in Nature, and the planting of the trees, if they are necessary, should be the crowning effort in making the school grounds neat, homelike and attractive.

"In this work of beautifying the school grounds, you must first get the children at work. Every child who helps becomes a warm friend of the movement. Through the children get the parents and school officers. First clear the grounds of all rubbish, get the wood neatly piled, the yard and roadside clean and neat, the stumps and stones removed, so that you can see what possibilities there are in the premises. Are there unsightly outbuildings? Can they be cleaned, repaired and hid from public view by evergreens? Is there a nice place for a flower bed? Is the roadside bare of trees? Is there an opportunity for a lawn or for shade trees outside of the regular playgrounds? Can you make the schoolroom itself more inviting by the expenditure of a little labor or money? As you study the possibilities, you will see new opportunities, and as your enthusiasm grows it will be contagious.

"In making arrangements for Arbor Day exercises, give place to as many of the children as possible. Give the smaller children very brief selections to learn, but give each one something. This will help draw the parents.

### OF STATISTICS.

The census statistics show a steadily increasing growth of school population. The increase for the last three years has been 9,000, 18,000 and 27,000 respectively. The enrollment of those of school age has not increased in the same ratio; but the enrollment of those between 7 and 13 years

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*Of Statistics.*

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of age has approximated it. The enrollment of children under 4 years of age has for a term of years, fallen off. The number of teachers employed has shown but little variation, indicating a longer tenure of place. The increase in wages also shows a growing appreciation of the work and worth of teachers. The statistics relative to the enrollment, attendance and teaching force of private and parochial schools are of no absolute value and are worth very little for comparison, since all the same schools do not report in successive years, nor are the reports made with sufficient care. The officers called on for these facts can not get the items. But the indications are that there has been a large increase in the attendance upon the parochial schools during the last two years. In some instances it almost equals that in the public schools of the same place. Many of the Lutheran schools require their pupils to attend the public schools also, and many other schools encourage such attendance, thus causing a double enrollment. So far as the data show anything, they indicate that the number between 7 and 13, not in school, is small and decreasing. The falling off in enrollment has been mostly in the cities where the pressure of hard times is most felt. Country schools do not show the usual increase for the year but have not, as in the cities, actually fallen off.

The census returns show, apparently, 6.4 per cent. of those between 7 and 13 years of age as not attending school during the last year. This is really a small proportion when allowance is made for various disabilities. It must also be born in mind that these 6.4 per cent. may have been in attendance the year before, or may be next year. But the census does not show the whole case. It is obtained from statements made to district clerks by parents, from teachers' registers more often, and from voluntary reports of private schools. On the one hand, this leads to duplication, since many pupils are enrolled in two or more schools. On the other side, many pupils may attend only a private school, which does not report. No data are obtain-

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able from reports as to the number or proportion of the children over 13 and under 20 who attend school. But our free high schools contain about 11,000 of them, the normal schools, academies and colleges with high schools not aided by the state, about as many more, leaving yet a large number not determinable in the common schools. The amount of continued non-attendance at school cannot be determined and expressed in figures till some way is devised to secure more full and accurate reports from the private schools or more exacting requirements are made of the school census taker. The fact is that very few children grow up to the age of 20 without gaining a rudimentary education in school. Private schools, by heartily aiding the school authorities, could do much to set the facts in their true light before the public.

The extreme limits of enumeration of the school population make Wisconsin appear at a disadvantage in any comparative statement of the efficiency of her system of public schools. The census includes all children between the ages of 4 and 20, while the statistics show that the period of greatest actual attendance is between 7 and 13. The number entering school under 6 years of age is comparatively small, while the average of the graduates of the high schools is not above 18. The majority of pupils in the common schools probably leave at the age of 14 or 15. All persons under 7 and over 15 not found in the common or high schools are very generally counted as illiterates. Our system thus seems inefficient as compared with those states in which the enumeration conforms more nearly to the period of attendance. If the census enumerated only persons between the ages of 6 and 18 inclusive it would probably be found that at least 90 per cent. are enrolled in the schools.

At the meeting of the Department of Superintendence in Philadelphia, February, 1891, I had occasion to comment upon this subject. In the summer following, I sent special blanks to all district clerks requesting the names of all persons resident

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in the district 17, 18 and 19 years of age respectively, and their enrollment in the public schools. The following is a summary of the reports received, based on returns from 4,366 districts, not including cities under city superintendents.

AGE.	MALES.		FEMALES.		TOTALS.	
	No. of.	In School.	No. of.	In School.	No. of.	In School
17	7,677	3,476	6,563	2,578	14,207	6,054
18	7,080	2,290	5,557	1,432	12,637	3,722
19	6,155	1,366	4,598	813	10,753	2,179
Totals..	20,879	7,132	16,718	4,823	37,598	11,955

There were therefore 20,879 males and 16,718 females of the ages specified of whom 7,132 males and 4,823 females attended school and 25,622 did not attend. Since less than two-thirds of the districts in the state are included in the reports it is evident that 40,000 persons over the age of 16 and under 20 did not attend school during the year. In comparing statistics, these are recorded as not having been reached by the public schools. It is shown elsewhere that more than 93 per cent. of those between the ages of 7 and 13 were enrolled last year in the public schools. It seems an inevitable conclusion that few children resident during the school period pass the age of 20 without receiving some schooling.

The falling off in receipts for the year 1893-4 is wholly in local taxes, but the tax for teachers' wages has increased. This, taken in connection with the longer tenure of teachers, shows that the people begin to value good teachers as of first importance to the school. They apparently cut off many other expenses before reducing the teachers' wages. The school fund income must vary somewhat, because additions come to it from various sources, and because loans, fluctuating with the times, are made and paid without regard to the time of making up the statement of the annual income. The

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income of the university and of the normal schools is subject to still greater fluctuations from the first cause, so that any comparison of year with year will be delusive.

There is notable improvement in the qualification of teachers. Naturally, the cities absorb most of the product of the normal schools. A few years ago, none of the normal graduates, and but few under-graduates could be found in the country schools. Now they constitute one-tenth of the country teaching force, while one twenty-fifth of the teachers in the counties hold state certificates of some kind. The number of certificates issued upon state examination is slowly increasing. Those holding certificates by examination under the state superintendent appear to be gaining in the number and character of the places held by them. When this system of certifying was inaugurated, these certificates were not looked upon as quite equivalent to normal or university diplomas. Time and experience show this system in a better light as an evidence of the strength, work and fitness of an applicant for a state certificate.

Free high school boards have become familiar with the legal qualifications required of teachers in those schools, and in consequence, special certificates have fallen from 26 to 11 within the last two years; but no figures can show the increase in ability and fitness, and consequent effectiveness of work, secured by the more careful selection required at the hands of the boards.

This is important as the free high schools are rapidly becoming a factor in the preparation of teachers. From institute reports it is shown that there were in attendance 1,396 who had attended colleges or normal schools, 3,337 who had attended high schools, but no school of higher grade; while there were but 1,629 who had attended common school only. Thus every increase in the strength and culture of the teaching force in the high schools, however small, is multiplied in the common schools.



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It must be observed that what is given as the average wages of teachers is not a true average, since the number of teachers in the several counties, cities or high schools is not a factor, except in each individual report; but the average is obtained by dividing the sum of the wages by the number of counties, etc., reporting. The average is only valuable relatively for comparison.

The statistics on district and town libraries are very imperfect, in fact worthless. Often no actual count of books is made; again the text-books are counted. Some town clerks return for the current year, some for the previous year, while many do not even know, at the time of making the report, whether the treasurer has reserved the library money. The figures for 1893-4, in the summary, are those gained by personal correspondence with the officers and are much nearer correct than the census return.

### COMMON SCHOOLS.

There is little chance of over-estimating the importance of the wayside schools as factors in our educational progress. It is true that the leaders of thought in every forward movement come in ever-increasing numbers from the university, the colleges, the normal and high schools; but the advantages that these institutions offer are still beyond the reach of the great majority of our people. The destiny of states is in the keeping of that great body of people whose only intellectual quickening comes from the country schools. The stability of our own state rests on the morality, intelligence and contentment of that uncounted multitude who go into life with no other mental equipment than such as the wayside schools furnish. If these schools inculcate respect for law, deference for the organized institutions of society, the body of our people will be fortified against those appeals to prejudice and passion which are a constant menace to orderly government.

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But the duties imposed by citizenship become more difficult as civilization becomes more complex. To meet the responsibilities thus imposed men need an ever enlarging mental furniture. This growing intelligence must, in the main, be derived from reading, and so it is imperative that the schools teach boys and girls to read and to love reading. To teach the young to take thought quickly and easily from the printed page, and to beget a hunger for the world of pleasant and profitable knowledge embalmed in books is the best work done in schools. Pupils who go from school wanting this training and without this awakening are likely to remain illiterate. Knowledge of the simple computations necessary to the farmer and the wage earner may consist with the densest ignorance. They whose school life terminates while reading is still a laborious process, and the thought of the printed page is apprehended with difficulty are little likely to meet the growing demands of citizenship. It is manifest that this preparation can be imparted only by schools that share in the general progress. The university, the colleges, normal and high schools of the state recognize the changing conditions and year by year are adapting their curricula and methods to the new demands. While much remains to be done for and by all these agencies, there is no doubt that their efficiency is steadily increasing.

If the contention be correct, that the common school is the most important agency that the state has instituted for the equipment of its future citizens, it is pertinent to inquire how this agency is discharging its trust; whether its efficiency increases with the augmenting demands made upon it.

Much has been done during the incumbency of the present superintendent to aid, encourage and stimulate country teachers. Normal school pupils have found their way in increased numbers to the wayside schools. These carry with them better conceptions of the work of teaching, and awaken in their several neighborhoods a better appreciation of the worth of schools.

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Summer schools and teachers' institutes have done much to stimulate the zeal and increase the power of teachers. Conventions of county superintendents have wrought good for the schools in unifying the work both of superintending and of supervising these schools. Superintendents themselves have become more active, intelligent and aggressive. And yet the average district school is not adequate to the demands of public needs, nor is it meeting the reasonable expectation of intelligent people. Indeed, those who have been long and intimately acquainted with the common schools of the state doubt whether they are doing better work now than they did twenty-five or thirty years ago. If the doubt be well founded it certainly furnishes cause for anxiety. It is trite to say that a chain is no stronger than its weakest link. It is worth while to reiterate that common schools are fundamental in our system. If these be inefficient the reliance of the state upon the intelligence of its citizens will be misplaced, and the power of other schools will be sapped. If any of the causes that prevent the progress of these schools are irremediable, it is doubly important that we know and apply the remedy to those that may be cured. The tendency of population, especially of the brighter and better educated part of it, toward business and social centers is constantly robbing the rural schools of the direction and support of those who best appreciate their worth. Increase in the number and efficiency of high schools attracts the brighter pupils from the country schools, thus depriving them of the power of begetting that mental hunger in which learning forever roots. But this tendency toward urban life is as wide as civilization and cannot be controlled by legislative enactment.

Reference has been made to the fact that the neighborhoods in which country schools are situated are but slightly affected by those movements of thought to which urban communities respond quickly. The reflux wave has spent much of its force before it reaches the remote settlements. But in my judgment the main causes that retard the progress and impair

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the usefulness of the common school inheres in our system. The management and support of these schools is imposed upon the inhabitants of districts whose geographical outlines have been determined by interests that are oblivious of public good. These districts are unnecessarily unequal in wealth and school population; many of them are so small and their resources so meager that to equip and maintain efficient schools would necessitate unreasonable taxation. The country schools are, in large measure, dependent upon the support and guidance of communities that have no adequate conception of the methods by which good schools are made. Petty jealousies and neighborhood dissensions are reflected in their management. Untoward influences that would be impotent in wider fields distract their councils and often destroy their usefulness. Families are retained in districts whose schoolhouses are inaccessible to their children, because the electors and officers are unable or unwilling to part with any source of revenue. Many schoolhouses are situated on byways, away from main thoroughfares of travel, and as the districts are too poor to provide for breaking roads or for transporting the pupils, these schools are depleted at a time when children are freest to attend.

In the organization of districts and in the conduct of district schools the interests of private and parochial schools are often regarded as paramount, and in any real or supposed conflict of interests it is the public school that suffers. It is no part of the purpose of this report to disparage parochial schools. Many of them have done, and are doing excellent work. In commercial centers where the increase of population constantly crowds public school facilities they seem to be indispensable. But the primal thought in the foundation and maintenance of these schools is to train for church membership, not for citizenship. In the settlement of those perplexing questions that cloud the future, the hope of the country must rest on that great body of people who have come up to citizenship through the training that the public schools alone give.

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In my judgment, the substitution of the township for the district as the unit of the system would result in the increased efficiency of the common schools. I think it would obviate many of the difficulties that impair their usefulness, and would modify others. No human system of government is perfect, and no method in the administration of school affairs is exempt from the necessity of constant and intelligent care. The following are some of the advantages that it is thought will result from the adoption of the township system. It would greatly reduce the cost by reducing the number of district schools. There are few congressional townships that could not be furnished with abundant school facilities at six schoolhouses well located. Most of the districts were formed and their schoolhouses located as the exigencies of settlement seemed to require. The conditions that determined the outlines of these districts and the positions of their schoolhouses long since disappeared. These outlines are now more grotesque than are those of a political gerrymander. Local pride and neighborhood jealousies almost uniformly resist a rational readjustment of boundaries. Schoolhouse sites that are no longer central or convenient can be changed only by a struggle, and the result is generally determined by the number of votes that one or another faction can muster, seldom by the equities of the case. Now, it is submitted that a board of directors having a representative of every district in the town cannot be indifferent to local interests, while the larger school interests of the town will in the main dictate its policy. Such a board could not limit its vision or its activity to a single district but must be guided by the school interests of the town as a whole. It would readjust district boundaries so as to allow children to attend the most convenient schools. It would reduce cost in the town by suspending or suppressing those schools that are too small in school population to maintain interesting or efficient schools, and would provide for carrying the remaining children to convenient and accessible schoolhouses. How much this would save to the average town may

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be inferred when it is remembered that last year there were in the state 183 districts whose average attendance did not exceed 5, 858 in which it was not above 10, 2,418 in which it was not above 20. Schools with larger attendance would attract better teachers and boards would be able to continue them longer in place. Boards of directors would be less influenced by the nepotism that is so baneful in the districts. When taxation is made equal throughout the town, the smaller districts will demand equal consideration with the larger ones in the selection of teachers and in the equipment of the schoolhouses. Larger schools and longer terms will greatly facilitate the classification and gradation of pupils; will impart to the schools the zest that is born of numbers, to the pupils the ambitions that spring from rivalry, and will offer to teachers a field for and an incentive to their best work. It is reasonable to expect that the adoption of this system will result in giving to the state more competent school officers. Five men fit to guide school affairs may be found in each of a host of towns that cannot each furnish fifteen men. The change of which we are writing would equalize school advantages and burdens. Under our present system it is not uncommon for school district taxes to be from four to seven times greater in one district than they are in another district of the same town, while the newer portions of many towns are deprived of any school privileges. Finally, the adoption of the township system would offer the possibility of effective school supervision. Every year a multitude of young people find their way into the teacher's calling who have no practical knowledge of the teacher's work. These must learn to manage and instruct amid the perplexities of the schoolroom—learn their trade at the expense of their pupils. How much these young people might be aided and their schools improved by the advice and suggestions that a teacher of experience can give, only they who have charge of a system of schools may know. The county superintendent can, in general, visit a district but once. Often this visit is so near the

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end of the term that his suggestions are worthless to the school, however valuable to the teacher. Many of these officers are invaluable as superintendents; as supervisors, their work is and must be nearly barren. A better system must be established if we are to secure harmony and efficiency in the common schools.

Below are given tables of statistics whose analysis sustains the argument presented in favor of the township system of school government. The table marked "A" shows the assessed valuation of districts in the same town for the counties given. Only a few counties were selected. These are fairly representative of the whole state. In the first column are given the districts whose assessed valuation does not exceed seven thousand dollars; in the second column those whose assessed valuation is more than seven and less than ten thousand dollars, etc. The totals show a great inequality in the property subject to taxation in the districts of the same town. The unequal burden of taxation for the support of schools of equal terms and like efficiency is self-evident.

TABLE "A."

## ADAMS COUNTY.

Towns.	Less than 7,000.	7,000 to 10,000	10,000 to 13,000	13,000 to 15,000	15,000 to 20,000	20,000 to 25,000	25,000 to 30,000	30,000 to 40,000	40,000 to 50,000	50,000 to 60,000	60,000 to 75,000	75,000
Adams .....												
Big Flats .....		2	1									
Colburn .....			1	1								
Dell Prairie .....				1	1	1						
Easton .....			1	1	2							
Jackson .....		4	2									
Leola .....		1			1							
Lincoln .....			1		2	2						
Monroe .....					3							
New Chester .....		1	1	1	1							
New Haven .....			1		1	1	1					
Preston .....												
Quincy .....			1		2							
Richfield .....							1					
Rome .....	1		3									
Springfield .....	3	2	1									
Strong's Prairie .....					4		1					
Totals .....	4	11	14	4	17	4	3					

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## VERNON COUNTY.

Towns.	Less than 7,000.	7,000 to 10,000	10,000 to 13,000	13,000 to 15,000	15,000 to 20,000	20,000 to 25,000	25,000 to 30,000	30,000 to 40,000	40,000 to 50,000	50,000 to 60,000	60,000 to 75,000	75,000
Bergen .....			1		3	2						
Christiana .....					1	1		3			1	
Clinton .....					2	3		2				
Coon .....					2	3			1			
Forest .....					6	3						
Franklin .....					1	2	2	3	1	1		
Genoa .....												
Greenwood .....				1	2	1	1					
Hamburg .....			1	2	2	2						
Harmony .....		1			4	1						
Hillsborough .....			1		1	1	1	1				1
Jefferson .....				1	2	1		4	2			
Kickapoo .....			2		5							
Liberty .....	1		1	1	1							
Stark .....		2	2	1	1							
Sterling .....		1		1	1	1		4				
Union .....					4	2						
Viroqua .....					1	3		2	1	1		
Wabster .....			2	1	2	2	2					
Wheatland .....		1		2								
Whitestown .....	2	1	2									
Total .....	3	6	12	10	41	26	6	19	5	2	1	1

## JEFFERSON COUNTY.

Towns.	Less than 7,000.	7,000 to 10,000	10,000 to 13,000	13,000 to 15,000	15,000 to 20,000	20,000 to 25,000	25,000 to 30,000	30,000 to 40,000	40,000 to 50,000	50,000 to 60,000	60,000 to 75,000	Over 75,000
Axtalan .....								1	3	3	1	
Cold Spring .....												5
Concord .....									2	1	3	3
Farmington .....										1	4	6
Hebron .....											2	2
Ixonia .....									2	1	2	3
Jefferson .....						3	1	3		1	4	
Koshkonong .....											2	3
Lake Mills .....										1		3
Milford .....									2	3	1	3
Oakland .....							1	1	1	3	1	2
Palmyra .....								1				2
Sullivan .....								1	1	2	1	2
Sumner .....											1	1
Waterloo .....									1	3	1	2
Watertown .....								1	2	4	2	2
Total .....							4	6	19	25	26	37



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## JUNEAU COUNTY.

TOWNS.	Less than 7,000.	7,000 to 10,000	10,000 to 13,000	13,000 to 15,000	15,000 to 20,000	20,000 to 25,000	25,000 to 30,000	30,000 to 40,000	40,000 to 50,000	50,000 to 60,000	60,000 to 75,000	75,000
Armenia.....		1		2	1							
Clearfield.....		1	1	1								
Fountain.....			2		3	1						
Germantown.....	1	2	2									
Kildare.....	3		3									
Kingston.....				2								
Lemonweir.....	1	2	3	1								
Lindina.....			2	2		3	1	1				
Lisbon.....		1	2			1						
Lyndon.....	2	2										
Marion.....	3	1										
Necedah.....	1		2	2		2						
Orange.....	1		3	3		1						
Plymouth.....			1	1	1	2						
Seven Mile Crk.....	5	3										
Summit.....		3		3	3	2						
Wonenoc.....		1		1	1	2						
Total.....	17	17	16	18	8	9	4	1				

## FOND DU LAC COUNTY.

TOWNS.	Less than 7,000	7,000 to 10,000	10,000 to 13,000	13,000 to 15,000	15,000 to 20,000	20,000 to 25,000	25,000 to 30,000	30,000 to 40,000	40,000 to 50,000	50,000 to 60,000	60,000 to 75,000	75,000
Alto.....								2	4	1	1	
Ashford.....								1	2	3	4	
Auburn.....					2	1	3	2	1	1	3	
ron.....							1	1	2	4	3	
Calumet.....										1	4	
Eden.....								3	4	1	1	
Eldorado.....										1	5	
Empire.....								2	4	1	1	
Fond du Lac.....										1	7	
Forest.....								1	1	1	4	
Friendship.....									1	1	3	
Lamartine.....								1	1	2	2	
Marshfield.....										2	4	
Metomen.....										2	4	
Oakfield.....										1	5	
Osceola.....			1		1	1		2	2	1	4	
Ripon.....										3	7	
Rosendale.....										1	5	
Springvale.....								2	3	1		
Taycheedah.....									1	2		
Waupun.....										4		
Total.....			1		3	1	1	12	16	27	29	64

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## ROCK COUNTY.

Towns.	Less than 7,000.	7,000 to 10,000	10,000 to 13,000	13,000 to 15,000	15,000 to 20,000	20,000 to 25,000	25,000 to 30,000	30,000 to 40,000	40,000 to 50,000	50,000 to 60,000	60,000 to 75,000	75,000
Avon.....					1	2	1	3	1			
Beloit.....									2	2	8	1
Bradford.....											1	5
Center.....										2		4
Clinton.....								1	1			4
Fulton.....							1	1	2	2		4
Harmony.....										2	1	6
Janesville.....								1	2	1	1	3
Johnstown.....										1	2	5
La Prairie.....										1	2	6
Lima.....								2	3	3	3	1
Magnolia.....									2	2	2	1
Milton.....									3			4
Newark.....								3	3		1	1
Plymouth.....							1				1	4
Porter.....									1	3		4
Rock.....								1	1	3	1	3
Spring Valley.....								2	2	2	1	1
Turtle.....									1	2	1	5
Union.....								2		4	1	1
Total.....					1	2	3	15	25	31	22	63

## WALWORTH COUNTY.

Towns.	Less than 7,000.	7,000 to 10,000	10,000 to 13,000	13,000 to 15,000	15,000 to 20,000	20,000 to 25,000	25,000 to 30,000	35,000 to 40,000	40,000 to 50,000	50,000 to 60,000	60,000 to 75,000	Over 75,000
Bloomfield.....											2	5
Delavan.....												
Darien.....											1	6
East Troy.....										2		5
Elkhorn.....												1
Geneva.....											2	2
LaGrange.....							1			1	2	4
La Fayette.....										1	3	3
Lyons.....				1				1	1		3	3
Linn.....										2		5
Lake Geneva.....												
Richmond.....							1		1	2	3	1
Sugar Creek.....											1	4
Spring Prairie.....											2	4
Sharon.....											1	7
Troy.....										2	1	4
Walworth.....												6
Whitewater.....								1		1	2	2
Total.....				1			2	2	2	11	23	62

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## WOOD COUNTY.

Towns.	Less than 7,000	7,000 to 10,000	10,000 to 15,000	15,000 to 20,000	20,000 to 25,000	25,000 to 30,000	30,000 to 40,000	40,000 to 50,000	50,000 to 60,000	60,000 to 75,000	75,000
Auburndale....		2	1								
Grand Rapids..	2	2									
Lincoln.....					2	3					
Marshfield....	3										
Milladore....		2	1	1							
Pt. Edwards....	1		1	1							1
Remington....					1	3					
Richfield....			2		1	1					
Rock.....			1		1	2					
Rudolph.....		2		2		1					
Saratoga....	1	4									
Seneca.....		2	1	1	2	1					
Sherry.....			1		1				1		
Sigel.....	1		4	1							
Vesper.....								2			
Wood.....					2	1	1				
Total.....	8	14	12	6	10	12	1	2	1		1

The table marked "B" furnishes further evidence of the same defects in the district system. The districts given were selected at random. Several county superintendents stated that there were districts in their respective counties that furnished stronger examples. The significance of the figures is indicated at the head of each column. It should be noted that two districts are selected in each of the towns given. Their numbers appear in the first column. The table is designed to show the relative cost of maintaining public schools in neighboring districts. An examination of the table will show the relative opportunities as to length of term offered in each district. It will be seen that the cost per capita varies greatly, and that the same is true of the per cent. that expenditures bear to the assessed valuation.

The town of Windsor, Dane county, furnishes a good illustration. The cost per capita in district number 9 is \$15.75, in district number 4, \$4.29. The per cent. of expenditure on the valuation of the former is 34-100, while it is only 24-100 on the latter. The former district maintained school 140 days, and the latter, 160 days. A seven months' school in the former

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necessitated a much greater tax on the property of the district than did an eight months' term in the latter.

The town of Farmington, La Crosse county, offers an illustration of the relative cost of maintaining terms of equal length. In district No. 1 the rate of taxation was 4.5 mills on the dollar, while in district No. 4, it was 31.2 mills, or nearly seven times as great.

TABLE B.

COUNTY.	TOWN.	No. of District.	No children residing in district between 4 and 20.	No. enrolled, 1893.	No. of days school maintained, 1893.	Amount paid out for school purposes exclusive of cost of new buildings, 1893.	Assessed valuation of district, 1893.	Per cent. of expenditure on valuation.	Cost per capita for maintaining school.
Adams .....	Dell Prairie. ....	2	51	51	160	\$227 45	\$21,370	1.06	\$4 46
		3	23	25	160	196 84	13,886	1.41	7 57
	Rome. ....	1	39	25	140	231 45	12,742	1.82	8 26
Calumet. ....	Brothertown. ....	4	43	27	120	251 20	4,975	5.05	9 30
		2	43	43	160	262 46	66,488	.39	6 19
	Woodville. ....	6	37	16	160	209 63	37,037	.56	13 10
Clark .....	Hixon. ....	3	132	18	100	489 10	92,500	.52	27 11
		4	62	48	140	172 41	35,777	.76	5 68
	Sherman. ....	2	57	43	180	756 15	72,198	1.04	17 60
Dane .....	Bristol. ....	5	18	12	160	394 12	10,355	3.71	32 24
		8	40	23	180	341 58	20,054	1.70	14 84
	Windsor. ....	5	19	15	140	186 67	7,914	3.62	19 12
Door. ....	Jacksonport. ....	7	50	34	150	231 38	57,329	.43	6 80
		2	65	37	120	277 10	110,504	.25	7 50
	Nasewaupée. ....	9	21	16	140	252 12	74,172	.34	15 55
Dunn .....	Weston. ....	4	99	67	160	287 78	118,810	.24	4 29
		1	138	108	180	910 00	44,603	2.03	8 42
	S, ring Brook. ....	4	45	38	120	216 25	13,802	1.55	6 70
Eau Claire. ....	Pleasant Valley. ....	2	116	71	160	363 35	24,300	1.37	5 11
		4	51	40	160	235 32	12, 06	1.90	5 86
	Brunswick. ....	4	36	32	135	225 41	23,240	.96	7 04
Fond du Lac ..	Ashford. ....	8	18	21	120	220 36	9,819	2.24	10 49
		2	71	56	160	569 84	53,665	1.06	10 18
	Eldorado. ....	9	26	23	140	233 02	17,290	1.33	10 13
Grant .....	Glen Haven. ....	2	60	22	133	301 30	39,702	.90	13 70
		7	17	7	130	174 23	13,937	1.25	24 49
	Beetown. ....	1	319	169	175	1,789 63	180,450	1.12	10 64
Green Lake. ....	Marquette. ....	7	33	13	140	200 50	15, 6 7	1.0	15 42
		1	91	30	120	255 37	89,348	.28	8 50
	Princeton. ....	9	31	12	140	223 00	46,861	.48	18 58
Iowa .....	Clyde. ....	4	66	30	160	407 07	104,540	.38	13 50
		6	66	50	180	412 73	65,900	.63	8 25
	Wyoming. ....	4	48	46	100	481 50	71,639	.64	10 47
		3	8	9	80	1 5 75	25,450	.6	12 65
		4	40	43	170	218 35	61,517	.34	5 45
		5	35	35	120	156 00	9,315	1.67	4 45
		1	132	64	200	615 07	60,268	1.22	7 32
		5	32	21	120	130 04	9,389	1.43	6 13
		6	80	51	120	300 65	50,717	.55	6 90
		7	55	17	120	200 97	19,400	1.03	11 22
		2	64	52	180	243 00	26,832	.84	4 67
		3	43	29	120	118 00	11,370	1.62	4 00
		8	54	28	160	305 23	72,005	.42	10 90
		5	35	28	140	157 35	25,596	.72	6 69

## Common Schools.

TABLE B — Continued.

COUNTY.	TOWN.	No. of District.	No. children residing in district between 4 and 30.	No. enrolled, 1892.	No. of days school maintained, 1893.	Amount paid out for school purposes exclusive of cost of new buildings, 1893.	Assessed valuation of district, 1893.	Per cent. of expenditure on valuation.	Cost per capita for maintaining school.
Jefferson .....	Concord .....	2	79	35	160	\$285 85	\$77,000	.37	\$8 15
		10	223	26	140	220 55	42,770	.51	8 48
	Farmington .....	3	92	32	180	312 85	102,436	.31	9 77
Juneau ..		6	73	26	140	250 88	60,484	1.41	10 03
	Orange .....	4	133	70	160	412 72	28,118	1.47	5 89
		5	36	30	120	184 01	4,560	4.04	6 13
Kewaunee .....	Kildare .....	7	33	20	120	132 51	8,659	3.62	6 62
		9	80	44	140	299 00	12,714	2.35	6 79
	Luxemburg .....	5	163	90	240	455 82	54,937	.83	5 06
La Crosse .....		3	100	36	180	291 17	33,430	.87	8 08
	Ahnapee .....	4	170	80	200	409 50	59,532	.45	5 12
		5	76	42	160	313 07	31,843	.98	7 45
Manitowoc .....	Farmington .....	1	64	40	140	210 00	47,040	.45	5 25
		4	53	16	140	210 00	6,740	3.12	13 13
	Holland .....	4	40	40	140	152 00	55,967	.27	3 80
Manitowoc .....		5	55	41	160	225 00	17,558	1.30	5 56
	Cooperstown .....	2	127	84	180	378 84	92,100	.41	4 51
		4	71	32	160	258 25	46,449	.56	3 07
Milwaukee .....	Manitowoc Rapids ..	3	201	70	200	701 17	149,110	.47	10 01
		11	104	52	160	363 63	77,950	.47	6 99
	Oak Creek .....	7	75	37	160	250 00	183,838	.13	6 75
Richland .....		10	59	44	160	380 00	76,152	.50	8 63
	Greenfield .....	4	88	58	200	33 40	85,774	.38	5 71
		8	73	39	200	425 00	270,995	.15	10 89
Rock .....	Eagle .....	8	50	27	180	261 15	40,363	.64	9 67
		6	43	43	140	230 62	20,316	1.13	5 30
	Ithaca .....	2	41	26	180	247 74	62,010	.30	9 60
St. Croix .....		12	40	33	140	165 69	17,360	.95	5 01
	Clinton .....	4	44	33	140	367 23	122,936	.30	11 13
		5	33	27	138	119 41	50,276	.37	7 01
Walworth .....	Harmony .....	3	71	47	174	418 24	119,040	.35	8 90
		8	14	7	120	178 00	60,820	.35	25 42
	Star Prairie .....	2	57	31	194	380 85	21,363	1.74	12 23
Wood .....		8	25	13	140	236 32	59,092	.40	18 33
	Somerset .....	1	150	12	200	557 57	63,923	.87	46 46
		5	61	39	140	363 26	21,735	1.67	9 81
Walworth .....	Lyons .....	8	44	33	160	303 99	84,865	.36	9 21
		1	55	28	180	290 35	14,317	2.03	10 40
	Troy .....	3	77	48	180	525 43	117,472	.45	11 02
Wood .....		10	19	19	160	183 80	41,831	.44	9 67
	Rudolph .....	1	64	27	160	257 15	22,357	1.15	9 52
		2	70	28	160	240 15	9,847	2.44	8 57
Wood .....	Seneca ..	4	81	42	120	231 11	21,677	1.07	5 50
		7	12	12	120	239 18	7,370	3.24	19 93

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*Common Schools.*

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The table marked "C" is complete for the entire state. Its purpose is to show the inequality as to enrollment and average attendance in schools under the district system. The first column shows the number of districts in the state whose total enrollment during the school year 1892-3 was not more than five; the second column shows the number whose enrollment was more than five and less than eleven, etc. The footings give the data for the whole state. The average attendance is indicated in the same manner. It will be seen that there were 183 districts whose average attendance last year was not more than five; 858 not above ten; 2,481 not exceeding twenty. In other words the average attendance in about three-fifths of the country districts does not exceed twenty. It is manifest that there can be little enthusiasm or interest where the number in the attendance is so small.

The change would be neither a novelty nor an experiment. In 1858 the Hon. Lyman C. Draper argued its desirability at length with great ability. In 1863 Supt. Pickard commended it heartily. In 1867, Supt. John G. McMynn logically and forcibly advocated it. Their successors in office have uniformly commended it. It has been tried and approved in Wisconsin, and has stood the test of experience in New England, Pennsylvania, Ohio, Indiana and other states. New Jersey has just adopted it. Michigan, Minnesota and others are moving to secure its early adoption. If the school men of the state believe what they have long conclusively argued, if they really desire what they have often asked for, if there is any desire for the establishment of the constitutional system of "district schools which shall be as nearly uniform as practicable," it is time for all to unite in the effort to secure the township unit of school government.



*Common Schools.*

Kenosha.	1	13	14	18	6	4	3	2	6	9	1	19	23	9	2	7	106
Kewaunee.				4	10	6	6	23	4	9	4	36	12	9	1	2	78
La Crosse.	1	8	11	29	10	6	4	3	4	9	1	56	14	9	1	2	542
La Fayette.	6	14	38	18	11	6	4	3	4	9	1	39	56	14	9	1	148
Langlade.	3	6	14	6	2	3	1	1	1	1	1	19	19	5	9	2	78
Lincoln.				4	2	3	1	1	1	1	1	18	14	8	8	2	106
Manitowoc.				4	12	6	1	20	1	1	1	62	46	25	11	7	542
Marathon.	1	42	88	6	17	18	17	19	20	1	1	48	38	24	11	5	168
Marquette.	1	1	2	5	2	6	6	1	6	3	1	8	10	8	2	1	78
Marquette.				2	16	6	8	4	3	3	1	28	19	7	1	2	168
Milwaukee.	1	2	4	19	16	9	7	13	8	3	1	20	37	16	3	2	542
Monroe.	1	2	21	22	10	10	7	18	6	6	2	62	50	16	3	2	168
Oconto.	3	4	7	8	11	4	4	12	3	3	1	16	27	6	8	6	106
Oneida.				2	2	1	10	3	5	3	2	43	31	16	1	2	168
Outagamie.	1	2	5	30	19	11	10	8	5	3	3	20	22	6	4	3	542
Ozaukee.				15	16	9	5	4	4	4	1	23	10	1	2	1	78
Peplin.				11	6	3	1	2	2	2	1	23	10	1	2	1	168
Pierce.	1	29	18	29	16	15	6	10	4	7	3	35	34	18	14	5	542
Polk.	1	22	11	13	17	10	2	2	1	5	2	24	30	22	3	1	168
Portage.	4	13	16	17	14	12	3	4	2	2	1	47	24	6	2	1	542
Price.				9	2	2	1	3	1	3	10	19	16	1	1	1	168
Racine.				22	14	11	8	5	5	4	9	34	15	4	4	2	542
Richland.	1	4	26	38	22	15	6	4	4	6	11	60	31	9	9	4	168
Rock.	1	10	41	54	24	15	12	5	2	5	34	81	34	15	2	4	542
St. Croix.	5	47	30	15	12	3	2	6	3	3	19	37	36	15	9	4	168
Sank.	1	1	14	55	33	24	7	9	4	1	3	60	42	19	6	2	542
Sawyer.	2	3	1	1	1	1	1	1	1	1	2	39	24	11	5	3	168
Shawano.	2	3	6	20	19	18	8	4	13	4	3	39	24	11	5	3	542
Sheboygan.	6	23	23	31	20	6	8	5	5	5	3	37	36	15	2	4	168
Taylor.	4	1	16	6	3	6	1	1	1	1	13	11	6	1	3	4	168
Trempealeau.	1	1	15	14	22	21	9	2	6	9	22	41	16	6	2	4	542
Vernon.	1	6	20	4	37	22	9	10	5	5	1	55	63	10	3	4	168
Vilas.	1	1	1	1	1	1	1	1	1	1	3	55	63	10	3	4	168
Walworth.	1	31	35	23	10	6	2	4	9	3	23	59	13	4	5	2	542
Washington.	2	0	6	4	3	4	2	3	2	3	9	96	13	6	1	1	168
Washington.	6	40	36	24	19	9	6	5	3	2	42	38	37	17	7	6	542
Waushara.	3	9	29	23	19	9	7	4	1	4	4	47	41	15	3	3	168
Waushara.	2	10	23	31	21	10	7	9	7	1	14	46	27	1	1	6	542
Waushara.	1	1	29	27	11	6	6	3	3	1	14	46	27	1	1	6	168
Winnebago.	2	13	29	21	18	9	2	3	2	3	5	42	29	15	4	2	542
Wood.	3	10	14	14	12	6	2	5	5	1	9	20	21	4	4	1	168
Total	43	296	998	1,521	1,275	878	485	272	310	292	188	858	2,461	1,446	542	987	106

9 Supt.



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*Common Schools.*

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More than thirty years ago Supt. Newton Bateman of Illinois said in regard to the effect of the change:

"Not a common school in the state would be closed or interfered with, not a teacher discharged, not an existing contract annulled. The great educational work of the state would move right on as if nothing had happened; no visible sign would appear to show that an immense administrative reform had taken place, and a new and glorious era dawned upon our system of public instruction. The vast accumulations of school property would be preserved intact; but few schoolhouses would have to be moved, and none at all immediately, for, as a general rule, school sites and buildings that are in the right places now, would be equally so then. Thus, quietly, without shock or confusion, almost without public knowledge or notice, the system would lay down the heavy, galling harness of her ten-thousand-headed policy, and assume the light, elastic armor of a fresh, compact and simple, but far more expansive and powerful organization."

### THE FREE HIGH SCHOOLS.

The free high school extends to the child of every citizen the possibility of higher education. Few are so poor that they cannot by labor and self denial complete its course of study. Having done this, the door to lucrative employment and a collegiate and professional course is open to them. The special reports from 119 high schools published in the last biennial report show that the children of farmers constitute by far the largest class of pupils in the high schools. The next largest class is formed by the children of unclassified day laborers. The fourth largest class are pupils supported by widowed mothers. More than one-half of all the parents or guardians who have children in the high schools pay no tax or are assessed at less than one thousand dollars. The claim that these schools are maintained by the many for the benefit of the few rich cannot be maintained.

These schools perform three important offices. They form

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*Free High Schools.*

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the connecting link between the common schools and higher institutions of learning; they are the local academies in which many persons are given their only opportunity for higher learning; and they are the chief instrumentalities for the better training of teachers for the common schools. The following quotation from the report of the Committee of Ten indicates the consistency and harmony of these functions:

"Ninety-eight teachers, intimately concerned either with the actual work of American secondary schools, or with the results of that work as they appear in students who come to college, unanimately declare that every subject which is taught at all in a secondary school should be taught in the same way and to the same extent to every pupil so long as he pursues it, no matter what the probable destination of the pupil may be, or at what point his education is to cease."

There are some tendencies, however, to be guarded against. In some communities there is a desire to make them commercial colleges, manual training schools, or otherwise to warp them from their legitimate sphere. Too often this effort comes from the desire of the principal to "popularize" his school. It has sometimes been necessary to notify the authorities that the state has made no appropriation of public money for such purposes. A more common evil is the attempt of inexperienced teachers to expand the courses of study and to ride their hobbies. They seem to forget that the state does not purpose to support two hundred little colleges or universities. It is for this reason that it has required the state superintendent to prepare courses of study for them and made his approval a prerequisite to the apportionment of money. In the effort to hold them to their proper work the department receives strong moral support from the university's control of the accredited schools. It will not retain on this list schools which are not able to do fairly well the work of the recommended courses and it disapproves attempts greatly in excess of these requirements. As it would appear discreditable to the management of a school to allow it to be degraded from the list after having once obtained recognition, the authorities

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*Free High Schools.*

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have great respect for the recommendations of the university. Authority granted in 1891 to withhold the appropriation of money from any district for failure to comply with the laws adds weight to the recommendations of the state superintendent. I have in a few instances notified the authorities of my purpose to withhold aid, but compliance with the requirements followed so promptly that only one school has been excluded.

The growing demand for specially trained assistants in the various departments of the high schools is full of promise. The number of university and normal school graduates is now so large that there is no excuse for employing teachers not properly qualified. Not every graduate who desires to do so can teach school, yet a judicious principal or superintendent can soon make a reasonably satisfactory teacher out of an inexperienced but well-trained and ambitious person.

The present condition of these schools and the efforts of the department in their behalf are well outlined in the following report of the inspector, Mr. C. H. Sylvester:

During the last year and a half the inspector has visited at least once every Free High School in the state. Many have been seen twice and in some cases three or four visits have been made. At the beginning of the time mentioned, there were 184 schools. One has been dropped from the list and six have been added so that the number now receiving state aid is 189. These schools are so numerous and are so situated that the school year is not long enough to enable one person to make the entire circuit if more than a perfunctory call is attempted. In the year and a half the Inspector travelled upwards of 35,000 miles a large part of which distance was covered in the night often by team in order to leave the days free for visiting and to be in the office at Madison at least one day in the week. The duties are arduous in the extreme and so extensive and varied that one can never be satisfied with what is accomplished.

An effort has always been made to see the school in session,

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*Free High Schools.*

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to visit classes, to inspect carefully the schoolhouse, the out-buildings, the library and appliances and to confer with principal and assistants on the scope and character of their teaching, but the necessary limitations of time have often prevented the complete realization of this scheme. Moreover, whenever possible, the Inspector has called upon one or more members of the board and in conversation reported upon the condition of things as found. Ordinarily the reception given the officer has been very cordial and the ready response of the board to suggestions leads to the belief that the visit to the board and the conference with them is of great mutual benefit to the school and the department.

A series of conferences eleven in number was arranged for high school teachers. Here the Inspector, usually accompanied by one or more teachers from the normal school or the University, met the principals and assistants from neighboring schools; and, in an informal way, discussed methods of instruction and management. Two of the meetings, the one at Milwaukee and the one at Green Bay, were held at the time of the local Teachers' Association and were attended by from sixty to eighty teachers. The meetings were divided into several sections, each in the hands of a competent leader and the discussions were confined to special branches previously announced. On the whole the conferences were successful and did much to encourage a professional spirit, extend acquaintance and introduce rational methods. Experience advises their continuance.

From the office an extensive correspondence has been carried on with teachers and boards in answer to questions asked and embodying suggestions growing out of the visits of the Inspector.

The qualifications of all teachers have been scrutinized with care and now it is safe to say that no one is known to be teaching in a high school who does not possess proper legal qualifications. In examining into the papers of the five hundred

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*Free High Schools.*

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teachers needed to fill the places offered by the high schools some distrust was at first met and occasionally complaints of harsh treatment have been heard. These, however, have been rarer since the laws came to be better understood and teachers generally believe that only firm and fair demands have been made upon them. Some boards are still careless about entering into contracts with unqualified teachers, forgetting that the laws place the responsibilities largely upon them.

Circular letters have been issued on many topics. Notably has a special effort been made to correct the hideous abuses allowed in connection with the outbuildings and in a few instances state aid has been withheld until proper and decent privies were provided. It is now proposed to enforce a general rule in this direction.

So much difference was thought to exist in the requirements for admission to the different schools that toward the end of the year easy sets of examination questions were sent to principals asking for them; and the reports received from those by whom the questions were tried led irresistibly to the conclusion that these differences are much greater than was thought and that some effort should be made to equalize the standards. No effort was made to compel promotions on the basis of the questions sent nor does it seem that such a course would ever be desirable. Yet the reports on file are interesting and valuable.

The greatest work of the period was the completion and publication of the Manual for High Schools. For several years this work had been in contemplation and much material had been collected. The pamphlet after quoting and discussing the laws under which the high schools are organized recommends courses of study and then at length presents methods of instruction in the several studies of the different courses. The book met with a very gratifying reception, and the evidences of its influence are already seen in the more progressive schools. The demand for it has been so great that the edition is exhausted and a second must be prepared at once.

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*Free High Schools.*

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In general, it is safe to say that in no class of schools in which the state takes an interest has so much of real progress been shown in the last few years as in the Free High Schools. The high school idea has grown, the attendance is constantly and steadily increasing everywhere and there is in most localities an evident anxiety on the part of the board and the teachers to do whatever is for the improvement of the schools in the way of equipment and character. This is not saying that there are not weak schools, that there are not some few schools permitted to languish and held in little respect by the citizens of the locality. Such disregard for their own interests is rarely shown by the people of any community and in most of these a better spirit is growing.

Many schools are housed in new and commodious buildings in which are all the modern conveniences in the way of heating, ventilation and sanitation. Each year sees a considerable increase in this list. Usually the older buildings are comfortable and well lighted, but often insufficiently ventilated. Less interest has been displayed in the condition and care of the out-buildings; but, where there is a self-respecting principal, he secures cleanliness and is enabled to prevent defacements.

Though there is certainly a steady growth yet too many schools are found with libraries too small and with little practical apparatus. Such neglected schools are not always in the smaller villages. Some of the city schools have little to boast and much to deplore. Occasionally is found a school with a large library that is perfectly useless for students, having been selected not wisely but too well by some authority on standard literature. In no small number of schools libraries are growing and apparatus is accumulating by the enthusiastic efforts of teacher and pupils. One is often compelled to notice how little is impossible to a determined man or woman and how little comes to the inert. They always serve who stand and wait!

Among the teachers is much enthusiasm and great earnestness. They are ready to seize anything that will

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*Free High Schools.*

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help them and usually have the skill to adapt what they hear. The enforcement of the laws relating to certificates has resulted in bringing into the schools a large number of trained teachers that otherwise might have been thrown into the background by less competent people who were ready to experiment on the pupils at a less expense to the district. While all are not trained specialists and faulty methods are too prevalent yet where the spirit is so excellent the results cannot be wholly bad. Better methods are coming and Boards are learning to appreciate good work and to retain the teachers who can do that work.

Overburdened and unbalanced courses of study have stood much in the way of progress and many schools are still attempting more than they can possibly accomplish well. Rearranging a course of study seems to be the inevitable disease that attacks young principals. Older and more successful men rarely attack that problem the first year they are in any school. What is wrong should be remedied but an acquaintance with local conditions sometimes removes objections that seemed very glaring when the course was first considered. The recently arranged courses of study which are recommended by the state superintendent are being quite generally adopted where changes need to be made and where adopted are giving satisfaction. Formed as they were by consultation of the best teachers in the state from University to High School there is little reason for the inexperienced man to think that he can improve upon them. Too frequent changes are destructive to school interests and it rarely fails that some one or more pupils are not seriously injured by the transition from the one to the other.

Before anything like a well organized system of schools can be maintained there must be a more uniform standard of admission. A classification of the schools upon a proper basis would assist much in clearing up difficulties. This classification need not be rigid, irksome nor very close. It has been necessary already to separate the schools into two groups as their course

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*Normal Schools.*

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of study is of three or four years. A standard of admission has been fixed but it will be impossible for all of the three year schools to reach it. All of the four year schools should reach it without difficulty and some of the three year schools will accomplish it. The state superintendent will be compelled to cut off several of the three year schools or recognize two classes with different requirements. It does not seem right that the struggling and deserving schools should be deprived of the aid which it was manifestly the design of the state to furnish them. In many of the four year schools but one course is carried while others have three or more. So on the strength of courses of study alone four distinct groups of schools appear; and it is manifest injustice to compel the same things from them all. But consideration must, of course, be given to equipment, and here appears the first complication in any scheme of classification. As before indicated, many of the small schools are well equipped with books, charts and apparatus; while there are large schools lamentably deficient in all these respects. Yet the obstacles to a just and efficient classification are not insuperable and the matter ought to receive early attention.

#### NORMAL SCHOOLS.

The normal schools have been liberally patronized and have lost nothing in efficiency. Their condition may be learned from a careful reading of the appended reports of the boards of visitors. So carefully have their merits and possible defects been considered by men of great attainment and wide experience that further expression of opinion may seem superfluous, yet some phases of the work justify comment. The size of the biennial report is limited by law; hence the necessity of selecting from the reports of each year or of printing them entire for one year.

The Committee of Ten, headed by Commissioner Harris and Presidents Elliot and Angell, say:



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*Normal Schools.*

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"In regard to preparing young men and women for the business of teaching, the country has a right to expect more than it has yet obtained from the colleges and normal schools. The common expectation of attainments for pupils of the normal schools has been altogether too low the country over. The normal schools, as a class, themselves need better apparatus, libraries, programmes and teachers."

They seem to me to be open to criticism on the ground that they have been unwilling to define their sphere and occupy it. Within the territory occupied by the normal schools are more than 400 graded schools, 175 high schools and several academies and yet they say it is impossible to get students suitably prepared to meet their moderate requirements for admission. A large proportion of their instruction is clearly that of the common and high schools, and yet they attempt the curriculum of considerable colleges. Their attendance is large but the number of graduate pupils is small. The performance does not equal the promise. The maturity of their students and the intensity of their efforts justify expectation of better scholarship. Divided attention dissipates acquirement. The student usually undertakes to pursue not less than four academic branches. In addition he must have music, drawing, gymnastics, practice teaching, observations and discussions and rhetorical. Such a multitude of heterogeneous subjects preclude that prolonged attention necessary to accurate and permanent impressions. There is also a fatal lack of continuity in the prosecution of studies. To illustrate, algebra is taught as "elementary" and "advanced" algebra. The former means the completion of equations of the first degree in an elementary text-book and the subject is distributed by ten-week periods through the two years of the elementary course. The latter contemplates the completion of this same elementary text-book to proportion or series, and is likewise distributed through the advanced course. Their practice may be, perhaps often is, better than their programme, but a pupil who is obliged to teach before graduating often has his alge-

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*Normal Schools.*

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bra or geometry distributed over six or eight years. Many other studies are thus illogically divided. I see no reason why the work should not be more nearly continuous nor why many of the elementary branches should not be completed in the elementary course. The normal schools do not equal the old-time academies in their power to impart a love for learning and an appreciation of its worth. A diminution of the agony and effort elicited by the so-called professional studies and better academic instruction would furnish teachers better trained professionally. The quality of the instruction to which the pupils are subjected is a more potent factor in their professional training than their random observations, loose discussions and factitious practice.

Pupils who have had no experience in teaching have little to which they can relate the great mass of professional instruction given. In the Oswego normal school the opportunity for real teaching is afforded by adopting one of the ward schools as its school of practice. A portion of the city containing 500 school children is consigned to the school, which becomes responsible for the progress of the pupils parallel with the other city schools, observing the same course of study under the supervision of the city superintendent. There is no serious obstacle to the adoption of a similar plan in some of our schools. Under such an arrangement, or after independent teaching by the pupils, careful professional study and training would find its appropriate place.

The failure of the board of regents to locate two new normal schools, build and equip suitable buildings and set the schools in operation may be taken as conclusive evidence of the impossibility of securing action contrary to the interests of the local regents. The whole argument, in favor of the legislation of 1893 was based upon the educational needs of the northern half of the state. At the request of the board I explained to the joint committees of the legislature that north of a line drawn across the state through Hudson and Green Bay lay somewhat more than one-half of the state's area; that in this

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territory there were few graded schools and less than thirty high schools, while south of that line were the great majority of graded and high schools, several academies and denominational colleges, the state university and five normal schools. The representatives of that part of the state urged the justice of their claim not only on the ground of their lack of educational facilities but because the funds which support normal schools come from the sale of swamp lands which lie principally in their midst.

In the face of these arguments and claims the board has located the sixth normal school south of that line and appropriated to the schools in the southern part of the state all the revenues granted by the legislature for the maintenance of normal schools. Notwithstanding the gift by the legislature in 1891 of \$20,000 from the general fund and \$44,000 from the direct war tax-refund to the old schools, certain interested local regents would not permit the bill providing for the new schools to pass unless a part of the meager appropriation should be given to them. Independently of the act of 1893 the board has received from extraordinary sources more than \$140,000. With this grant it has had \$160,000 which it has spent upon the old schools. It is true that the old buildings were greatly in need of repairs, but it is not so evident that four of them needed to be greatly enlarged. This can be proved only by showing that the duplication of the work of the common and high schools must be maintained. Had the normal schools earnestly sought to free themselves from the burden of work which might better be done elsewhere, the apparent need of enlargement might have disappeared. The normal schools of Minnesota have abolished their preparatory departments and according to their own testimony have gained by it. Such departments are not found necessary in Illinois, Indiana and Massachusetts. Whatever preparatory instruction may be required by exceptional circumstances should be given by advanced students as a part of their practice teaching.

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My acquaintance with the operation of the board convinces me that the desire for large appropriations to the various schools has more to do with the maintenance of preparatory departments than any educational need of the several localities. It is proper to inquire whether it is not a misappropriation of public money to expend the funds of the board upon work for which the state has made other provision.

Permission was given in chapter 185, laws of 1893, to use \$20,000 of the appropriation for the repair of the old buildings, not for the enlargement of one of them. When the claim was made in the board that the money might lawfully be used for the enlargement of one of them I addressed a letter to each member of every committee of the legislature that considered the bill requesting their opinion of this interpretation of the law. The judgment of these members, more than twenty in number, was unanimously against it. Its use for the extension of the building at Oshkosh was therefore a misappropriation of public money.

The function of the board is chiefly to administer the business affairs of the schools. The presidents always attend the regular meetings of the board and participate in its deliberations. They have no vote but their judgment in regard to the administration of the schools usually prevails. Thus the places which have the schools are practically doubly represented. In the management of our penal, reformatory and charitable institutions it is not thought necessary to have local regents, yet they are business enterprises of greater magnitude than the normal schools. The board employs a secretary at a salary of \$1,800 and expenses, and requires his time in its service. There is no good reason why he should not attend to local affairs which the president and the janitor are not competent to undertake. As a matter of fact the local regents are rarely factors in local school administration.

The presidents generally do the business, often making the reports of the several regents to the board. The only indispen-

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sable function of the local regent is that of getting appropriations for his town. The system of normal schools will not be administered in the interest of the state as a whole, until the law is so amended as to prohibit the appointment of regents from the places where the schools are located. There are local regents of honor and integrity, but they have not enabled the board to keep faith with the legislature and the people.

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*Oshkosh Normal School.*

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## REPORTS OF BOARDS OF VISITORS.

## OSHKOSH NORMAL SCHOOL, 1892-93.

To the HON. O. E. WELLS,

State Superintendent of Public Instruction, Madison, Wis.

The board of visitors to the state normal school at Oshkosh inspected the school severally during the winter, and again together May 17-19. We find a strong school, well organized, and pervaded with an admirable spirit. The instruction in the several class rooms impressed us as intelligently directed to definite results, and generally characterized by breadth and a good comprehension of its relations to the preparation of teachers. The school, we believe, well deserves the confidence and favor bestowed upon it by the people of the state, and we desire the criticisms and suggestions which follow to be interpreted in accordance with this statement.

## THE PREPARATORY DEPARTMENT.

We call attention to the following facts relating to the preparatory department:

At the time of our visit in December there were enrolled in this department 119 pupils, of whom Winnebago and Fond du Lac counties each furnished 27, or nearly half the entire enrollment. To these add the following: Washington 10, Outagamie 8, Ozaukee, Manitowoc and Waupaca each 6, and we have 90 out of the 119. Thus the essentially local character of the department is abundantly evident. Whatever influence it has is for practical purposes confined to the area indicated. That within this area there are now abundant facilities for good elementary instruction appears evident from the fact that in Winnebago county there are now four free high schools, in Fond du Lac five, in Washington two, and in Outagamie four. It is noteworthy, further, that a considerable number of these pupils enroll from towns in which there is a free high school. Thus, there are 18 from Oshkosh, 4 from Fond du Lac, 4 from Hortonville, 3 from Peshtigo, 2 from Neenah, 2 from Neillsville, and so on; in all 45 from towns having a free high school. The preparatory department was necessary when good elementary instruction could not readily be obtained in the public schools at or near the homes of the pupils, but we believe that this necessity has now passed away, and that the continued maintenance of it operates to the disadvantage of the local schools. The pupils in this department are for the most part of school age. Thirty-three record themselves as sixteen years of age or under, while only thirty-four are nineteen and over.

The influence of the normal school for the improvement of the instruction in the local schools would, we believe, be considerably increased by the abolition of the preparatory department. At present candidates who fail in the entrance examinations cover the fact by entering the preparatory department, and thus the salutary effect of the examinations upon the schools from which they come is lost.

That the preparatory department pays for itself does not seem to us an important consideration. If it is necessary for the normal school, and

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also beneficial in its influence upon the schools of the state, it should be maintained even at considerable expense; but if these conditions do not prevail the spirit and aims of the institution require its discontinuance. That it serve as a means of correcting partial defects of preparation is true, but does not seem to us important. All institutions dependent upon others for preparatory work have this difficulty to contend with, and the best ways of meeting it have been pretty clearly developed by experience. It is deserving of serious consideration whether the time has not come for the normal schools to exercise selection among the material offered them. It may have been wise in the past for these institutions to take all who offered and try to make teachers of them; but the time will come, if it has not come already, when it will be part of their function to select the best, as well as to train those whom they have selected.

We urge, then, the following reasons for the discontinuance of this department:

(1) It is no longer necessary to form a connecting link between the normal and the public schools.

(2) It is largely a local school, and therefore foreign to the purposes of the institution.

(3) Its continuance is undesirable for the public schools, because (a) it draws away pupils which should be found in them, and (b) prevents the direct application to their work of the standard of the normal examinations, by admitting those who fail to pass the tests.

(4) It tends to obscure the duty of the normal schools to select as well as to train candidates for teaching.

(5) It is injurious to the normal school, because (a) it is foreign to its general purpose, (b) it serves to obscure from the public its high standards, and (c) sends into the field those who are considered normal teachers although they have not been able to pass the tests for admission.

#### RELATION TO THE RURAL SCHOOLS.

Closely related to the question of the preparatory department is that of the relation of the normal school to the rural schools of the state. It has been repeatedly urged that the preparatory department and the first year of the normal course serve a useful purpose in preparing teachers for these schools, and the evidence seems conclusive that many pupils from these classes actually teach in the schools. But from the point of view of a professional institution this incidental preparation can hardly be regarded as satisfactory. There is no special adaptation to the schools, no study of their conditions and necessities, not even a well balanced course of study complete in itself, but only a fragment of a possible larger course. Now it seems to us that if the normal schools are to help the rural schools directly they should address themselves seriously to the work. It is at least possible to devise a course of instruction for rural teachers, and the large patronage accorded to county summer schools appears to indicate a demand for such instruction. In view of the brief period of service and low wages of rural teachers such a course would have to be short, not longer than one year. We are of the opinion that one effect of creating such a course would be a more complete adjustment of our professional schools to the present condition of education in the state. As bearing upon this we call attention to the character of the first year work in the present normal course. It is almost entirely repetition. All candidates for admission are subjected to a rigid examination in the third grade branches, and if they pass are required to spend a year in the study of these branches. We cannot escape the conviction that for those who contemplate more advanced work it would be more profitable to go at once to the studies of the second year, which afford the stimulus of new branches and are equally valuable for the formation of correct habits. After the tonic and broadening effect

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of such studies has been secured the candidates for teaching can return to third grade branches as professional work, and accomplish higher results with them in much less time. Thus the suggestion which seems to us deserving of serious consideration is: Cannot the present work of the first year be so modified as to make of it a course for rural teachers, and the normal course proper be made to begin with the present second year studies? Such an arrangement would result in a differentiation of aim among the students, a closer adjustment to the field, and an elevation of the standard of normal school studies. The course proposed should be independent of the other, and lead to no certification.

## THE ELEMENTARY COURSE.

The question of adjustment leads further to consideration of the present elementary course of two years. We are at a loss to find satisfactory reasons for its continuance. If it is suggested that this aims at the preparation of rural teachers, the answer is that it has completely failed of the result from lack of adaptation to the conditions. If we try to justify it as a preparation for elementary teachers in graded schools, we are checked by the difficulty of maintaining that two additional years can fit for high school service. This seems rather to be adjusted to the requirements for a limited state certificate, itself a temporary expedient, and therefore foreign to the aims of a professional school. It has these mischievous results:

(1) It tends to prevent many from completing the full course by giving an official approval to leaving at this stage. Thus many never set their aim beyond it, and of those who do and leave at this stage a number fail to return.

(2) It confuses the public, who fail to distinguish between a certificate and a diploma, and this confusion furthers the disintegrating effect in the school.

(3) It affects unfavorably the development of the course of study, a striking instance of which is seen in the long continued practice of deferring the commencement of Latin until the Junior year, although this rendered the course in that branch pitifully lame.

Other like effects still survive. We cannot see that any serious inconvenience would result from the abolition of the certificate and the consequent unification of the course of study.

(Signed)

J. W. STEARNS.

I. N. STEWART

H. B. HUBBELL.

## OSHKOSH NORMAL SCHOOL — 1893-94.

MADISON, Wis., July 7, 1894.

HON. O. E. WELLS, State Superintendent—

Sir:—The committee appointed to visit the normal school at Oshkosh beg leave to submit the following report:

The members of the committee visited the school at various times during the year. The chairman was able to make only two visits, but the other members of the committee each made three. The last visit was made by all the members at the same time when this report was discussed.

We find it unnecessary either to commend or criticize the management of the school. The board of normal regents is not ignorant of the energy and efficiency with which the school has been conducted for many years

f—Supt.



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They know that the discipline is good, that the teaching is vigorous, and that the temper both of teachers and students is excellent. No suggestions are needed from us on these topics.

In the matters of the details of teaching, it is the office of the president of the school to make suggestions, and we deem it wholly unnecessary to take any part of this function.

Our report therefore deals with a few topics which we consider of general importance.

#### BUILDING.

The building is not in an uncomfortable and crowded condition, partly owing to the construction of the addition. The various deficiencies noted in class and laboratory rooms and in ventilation will not be reported on, as the transitional state of affairs forbade a thorough examination or criticism.

#### APPARATUS.

While the school has a fair supply of apparatus, many deficiencies are still to be supplied.

In geography the appliances for teaching are far behind the requirements of the subject. No large, standard work on geography is in the library. There is no good supply of maps for physical geography. There are no models, and the single relief map has a vertical scale so exaggerated as to be worse than useless. A large supply of maps, models and relief maps, with books for collateral reading is greatly needed in this department.

In physics the laboratory method of work is being followed with good success. More apparatus is, however, needed and more time for study. The committee find very prevalent the feeling that a small supply of apparatus is sufficient for an elementary course especially if a comparatively short one. The notion is also sometimes expressed that the school should reproduce the conditions of poverty which the student is likely to find in the school which he may teach. While we do not suppose that either of these ideas are found in the board of regents, we feel it worth while to emphasize the exact contrary of these errors. Expensive pieces of apparatus are not greatly needed in an elementary course. But a large, an abundant, supply of the simpler pieces is absolutely necessary. It is the design of the course to supply the student with the elementary ideas of the subject by means of the laboratory method. If this aim is to be reached in any full measure a much larger supply of apparatus must be at hand than is now in possession of the school. It must also be kept in mind that an equipment for a laboratory course is very different from that needed for experimental lectures and is much larger and more expensive.

Elementary students, too, need the best and most carefully constructed apparatus, though not by any means the most complex. This is needed if such students are to gain exact and clear ideas in the short time at their disposal. Advanced students can allow for instrumental imperfection in a way that elementary students can not do.

In biology more microscopes are needed. The outfit of dissecting microscopes is good and the students are using them to advantage in their botany. But more compound microscopes are needed and the student should be trained to work with them, not merely to look through them.

In all the science studies the aim of the normal school should be to show how well and efficiently apparatus can be used to disclose elementary ideas. It is not its function to teach students to make bricks without straw, still less to call on its own teachers to perform that somewhat unpleasant task. The equipment at Oshkosh is not to be condemned. The board has made

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large appropriations for its enlargement. Knowing this disposition of the board we take especial pleasure in urging that the school still needs more and much more before it has reached the standard of efficiency which a normal school should have.

**LIBRARY.**

The committee is glad to commend the library work done in the school. Yet they desire to draw attention to the fact that it is at present rather literary than professional. It aims to introduce the student to the use of books for himself rather than to show him how to use books for the benefit of his school. The imperative need for the first work is fully felt and nothing should be said to disparage it. But, in the judgment of the committee, another course should be added on the management of the school library. There should be a model library such as is found in district schools and one of high school grade. The students should be made familiar with these books and with the manner of using them for the best advantage of the schools. All students should be required to take this course, and especial attention should be given to those who expect to work in country schools. The state department of education should aid this work by lectures and in other ways. All county superintendents agree that there is a deplorable amount of ignorance on the part of teachers as to the best ways of utilizing the district library. Through this ignorance the benefits of the state library law are often lost in great part. Here is a direction in which the normal school can do much service to the state.

**THE PREPARATORY DEPARTMENT.**

The question of the abolition of the preparatory department was carefully discussed and was found a somewhat perplexing question. A not inconsiderable number of teachers from the adjacent counties attend the normal for one or two terms and get much benefit from even such brief attendance. They would hardly be able to do this were it not for the preparatory department. This is certainly an argument in favor of the department. On the other hand it is conceded by all that there are great evils in maintaining work of so low a grade in one of our higher institutions of learning. The real value of the preparatory department seems to be incidental — as aiding teachers from country schools who are unprepared for the normal proper. Such aid, it seems to your committee, would be more efficiently rendered by a professional course of not more than one year, adapted to the academic qualifications of the teachers of our district schools. It would then be possible to require attendance on such a course as a qualification for teaching in such schools.

It seems also possible that such teachers could be aided by summer work in the normal schools. The needs of high school teachers for summer aid in their teaching are fairly met by the summer school established by the state in connection with the university. But there is a large field which is left entirely to the private summer school, and which the private school must from the nature of the case, meet very inadequately. There is for instance, the greatest need for adequate instruction in modern methods of teaching geography, and in nature study as adapted to the public school. If the normal schools do not meet this need it will not be satisfied.

These recommendations point in the direction of making the normal course a more purely professional one. It seems to the committee that the entire course could be wisely made more professional. The graduate of the full course at the normal school is entitled to teach any public school in the state. Yet he is still unprepared to teach our high schools in more

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than one important subject. The Latin course in the high school extends through four years while that of the normal is one half as long. It is obvious that a person who has studied Latin only two years is not qualified to teach it. Something of this same sort must be said in regard to science. The science courses are so short that the student is unable to master the scientific method, although he may be prepared to recite the facts of the text book. These text books are in most cases the same as are used in the high schools. It does not need proof that the teacher should have a much wider knowledge of the subject than is given by the book which he is to teach. Otherwise his knowledge is apt to be partial and one sided.

If the normal schools could rely more on high schools and graded schools for the academic preparation of their students and give them a professional training for teaching according to the grade of academic advancement reached by each student, they would do a great service to the state—a greater one, in our opinion, than they now do in attempting to combine academic teaching, of high school and lower grade, with professional training.

Respectfully submitted,

E. A. BIRGE,  
R. A. MOORE,  
H. A. SIMONDS,

*Committee.*

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MILWAUKEE NORMAL SCHOOL — 1892-93.

WHITEWATER, Wis., July 5, 1893.

HON. O. E. WELLS, State Superintendent —

Sir:— Your committee appointed to visit the Milwaukee Normal School during the year 1892-93, respectfully report that the different members of the committee visited the school at various times during the year as convenience permitted, and met in June for purposes of comparison and consultation.

They were highly gratified to find the school in a flourishing condition, the enrollment showing a marked increase over any previous year's attendance. This is taken as evidence that the school is with a greater degree of success adapting its work to the needs of teachers and bringing its work to their notice. Your committee find also in the general bearing and behavior of the students, both in the class room and during intermissions, sufficient evidence that the pupils enjoy their work and the quite complete freedom from constraint. It would not be strange if in some of the younger or newer pupils of the school this freedom and spontaneity should result in levity; but the success of the method of discipline must be judged from the character and behavior of those who have been longest subjected to it, not from classes of beginners. Surely a normal school is the last place in which we should look for a system of petty restraints, or minute regulations of personal conduct. Those who are to give laws to others must learn to control their own behavior so as to avoid reasonable censure.

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The effort made in the study of English literature to secure the actual reading and study of standard works, instead of reading about them, seems to your committee worthy of hearty commendation. Enough of the history of literature is necessary to trace its development fairly, and to place in proper setting the principal productions of English genius; but this is properly second to an acquaintance with an appreciation of litera-

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ture itself. In this field the Milwaukee normal is specially favored, being able to supplement its own resources with those of the Milwaukee Public Library, freely offered by its managers. From this coöperation great good may result. It is the frequent testimony of those who interest themselves in the extension of library privileges, and in encouraging more general reading in schools, that teachers themselves are not sufficiently aroused or informed. If the students of this school can go out with a knowledge of books and how to use them, and enthusiasm enough to overcome popular inertia and prejudice, their influence will be welcomed by all educators and felt wherever they may go.

Considerable attention was given to the practice work in the model department. Here there is much to commend. The students gave evidence of zeal in the work, and seemed bent on actually teaching the children, not simply trying to carry out a set of detailed instructions. There was often, not always, a vigor of movement, alertness in questioning, successful direction of the work of the class, and ignoring of visitors, quite creditable to the pupil teachers. If in some cases there was lack of sequence, or failure to show distinct purpose in the work, it will not surprise an experienced teacher, nor show such practice to be unprofitable.

The conditions seem quite favorable in this school for a fair test of the value of the practice department. The value of example, the permanent benefit of being associated with capable, enthusiastic teachers cannot be overestimated; but until law schools abandon moot courts, and medical students learn by observing dissections only, while making none themselves, it will seem rational for young teachers to learn by actual experiment as well as by imitation.

Two quite distinct purposes of such work may here be attained with apparent ease. In the model school the division of the classes into small groups will give the student a chance to study pedagogy as a science. The number of pupils is not so large as to confuse or worry the teacher, and he may thus learn *how* to teach, that is to "cause the child to know." The theory of teaching, or distinctively professional work based on psychology may here be explained, tested, verified; the conditions of mental growth studied, and suitable methods adopted or adapted. In the public school branch of the practice department the student may next try teaching large classes under conditions such as usually prevail in common schools. Here new problems of management and discipline demand attention. To set the student to studying the subject of pedagogy in the presence of fifty children is absurd enough; yet there is some foundation for the complaint that the abnormal conditions surrounding normal practice teaching make failure in a normal graduate's first school a somewhat common experience.

It would seem that a partial remedy for this state of things may be found in extending as far as practicable the limits of practice teaching and "substituting," in connection with the city public schools. The science of teaching will then be studied with small groups; the art of teaching large classes in accordance with established theories, will be acquired by actual experience in the school room. The oversight of the director is gradually lessened, while opportunity for frequent consultation with a sympathetic experienced critic is not wanting.

If this practice work in a public school should be so continued as to cause for a time complete cessation of the student's ordinary class room work, possibly the gain would be more than enough to balance the loss; such a course would at least help to make very clear the difference between a normal school and a young ladies' seminary.

Your committee look upon the establishment of the kindergarten course as a step in the right direction, that is to say, it looks towards a suitable differentiation of the work of the school to suit its several classes of patrons. Its location at Milwaukee imposes upon the school a duty in the way of

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suitable training for the large number of grade teachers constantly demanded by a growing city. But a high class normal school must do much more than this. It should provide for the broader culture and professional equipment of the principal and superintendent. He must have wider if not deeper knowledge of subjects to be taught must know more of school law and relations between parent and school, must know more of school supervision, of grading and systems of schools, more of the general philosophy of education.

His practice work may well be put on a higher plane, perhaps in the academic work of the normal grades, equivalent to the high school work he expects to do. Such work may be provided for as post graduate work to be recognized by a special certificate, or done in the regular course, suitable provision being made for a system of equivalents. It ought not to need argument to maintain that either in the organization or administration of a normal school, there should be sufficient flexibility to furnish opportunity for intending teachers of any grade to get help along the lines where they most need it. Your committee heartily approve of the steps already taken toward meeting this demand by increasing the number of courses offered. Whether there should be a corresponding difference in the diplomas offered is another and less important question.

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Respectfully submitted,

T. B. PRAY,

C. E. PATZER,

MARY D. BRADFORD.

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MILWAUKEE NORMAL SCHOOL--1893-94.

To the HON. O. E. WELLS,

State Superintendent of Public Instruction:

The undersigned committee appointed by you to visit the state normal school at Milwaukee and to report to you its condition respectfully present this their report:

Each member of the committee visited the school at least twice, and one of them three times. This school is distinctive in having neither a preparatory department nor an elementary course, a rank to which it is to be hoped all the other normal schools of the state will attain in due time.

As regards the general administration of the school, its appearance and condition, the committee have only words of commendation. The general air and spirit of alertness, of promptness and vigor, of earnestness and business dispatch that characterize the bearing and work of both pupils and teachers are worthy of high praise. The whole teaching force of the school seems alive with the spirit of the modern methods of instruction and the excellent executive ability of the president is worthy of special remark. The work of all the teachers is so generally good that it is somewhat difficult to discriminate but there are several features that strike the committee as particularly admirable and worthy of special mention; as, for instance, the work in the department of history, civics and geography, the work in the department of mathematics and Latin, and that in literature.

The practical work in the natural and physical sciences and the laboratory methods deserve high praise. Another commendable feature of the school is the pupils have the privilege of doing a part of their practical teaching in the public schools of the city, thus getting their practice experience under normal conditions.

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*Platteville Normal School.*

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## SUGGESTIONS AND CRITICISMS.

It is the opinion of your committee that more should be made of drawing as an aid in teaching in all our schools. To this end the pupils in our normal schools should be thoroughly trained in the principles and practice of drawing, and especially to illustrate their teaching by rapid blackboard sketching. This suggestion applies to the Milwaukee normal school.

In one class in reading there was perhaps too much attention paid to form; not enough to the thought. Still, in two or three short visits to a school one might mistake as to the general scope of the instruction.

In another case the committee is under the impression that there was too much reciting done by the teacher. Earnest, enthusiastic teachers, full of the subject taught, sometimes fall into this error.

We would suggest that some instruction and practice in word analysis be added to the work in English.

While the committee think it eminently proper that the board of regents should examine the classes in the normal schools to test the scope and quality of the instruction, we would respectfully suggest that the faculties of the respective schools are the best judges of their pupils' fitness to be graduated.

## NEEDS OF THE SCHOOL.

In the first place the building is inadequate to the accommodation of rapidly increasing numbers.

The ventilation of the building is most deplorable; if the truth must be told it is a disgrace to the civilized state. By measurement of the flues, one of the committee found the amount of air taken into the rooms insufficient for a fourth part of the occupants.

The teaching force is not large enough and the teachers are overworked. The appliances and apparatus for illustrative teaching are entirely incommensurate with the demands of modern ideas and methods and the needs of the school.

The best of these things are not good enough for teaching the youth of America and for the training of the teachers of these youth.

In conclusion we wish to say that the normal school of Milwaukee is, even with its limitations, an institution of which the people of Wisconsin should be proud, an institution that deserves their support.

Respectfully,

ALBERT HARDY,  
M. S. FRAWLEY,

Wisconsin, June 28, 1894.

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PLATTEVILLE NORMAL SCHOOL—1892-93.

HON. O. E. WELLS, State Superintendent:

Dear Sir:—The committee appointed by you for visiting the normal school at Platteville respectfully make the following report:

The institution at Platteville presents much the same features as last year. The now completed enlargement of the schoolhouse furnishes facilities for the freer distribution of the school into the various departments of instruction, a commodious and cheerful assembly room and more opportunity to work in the physical sciences. It is much to be regretted that improvements in the housing of the pupils have not included any proper care

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of their health in solving the problem of ventilation, in either the older portion of the house or the new. This seems unaccountable, considering that, besides the importance of such provision to the good of the whole school and as an object-lesson to those who are to be the teachers of the state and to other citizens, the problem, as related to this building, presents no insuperable obstacle. The committee can hardly deem their duty properly discharged without very earnestly repeating the suggestion of last year, that early measures be taken to supply what is needed for full ventilation in this present case, and that no contract for a school building or local superintendence of such contract, be allowed to pass without abundant provision for the furnishing of just as good air as the winnowing winds can elaborate for the making of the best blood to feed the brain and heart of the precious sons and daughters who are the joy and hope of our Wisconsin.

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In the direction of suggestions made last year and now worthy of being more emphasized because of the enlarged house, your committee find that the school is inadequately equipped, both as regards apparatus and books. The new chemical laboratory is fairly furnished with bottles and reagents, but there is an almost total lack of apparatus for demonstration. The condition of the department of physics is worse. There is a small quantity of apparatus for demonstration and lecture purposes, but there is nothing with which students can work, nor is there provided any place for a physical laboratory. It is not too much to say that it is impossible to give an adequate idea of elementary physics with the means at the command of the teacher. The condition of the department of geography is still worse. A few maps have been bought during the past year; but there are no atlases or wall maps for use in physical geography. Indeed, no one could infer from an inspection of the school that there exists such a subject as physical geography. There are no books for collateral reading in geography except a very few, mostly popular and antiquated. The school has one microscope, which is in fair condition. There are, however, no dissecting microscopes for use in botany, and consequently no proper instruction can be given in that important subject. In all these departments, with the exception of chemistry, the equipment of the school would not be creditable if found in one of your smaller high schools.

Your committee must report that no instruction in physical science of high school or even grammar grade can be given at Platteville without large additions to equipment in all departments. If the school is to graduate teachers capable of teaching physical science, even in the smaller high schools of the state, the equipment must be completely renewed with the exception noted before. A sufficient number of teachers must be employed who are accustomed to laboratory methods; they must be provided with rooms and apparatus, and sufficient time must be given in the curriculum for their giving instruction. The library must have large appropriations for the purchase of books for collateral reading. These things are needed, not to secure an advance in the grade of the school, but to enable it to do the work which it is trying to do in a fairly efficient manner. The present condition of the school is discreditable to the state.

The same habit of earnestness in work, on the part of the teachers and pupils, was found to pervade the school this year as was matter of last year's mention. Whatever is the cause to which this prime feature of the institution must be attributed—and no doubt the honor of it may justly be divided between the earlier traditions in which the school at Platteville is planted, and the rare genuineness of the present administration—there is so little exaggeration of the rignmarole of the mechanics of methods as to leave great freedom in the personal working between mind and mind

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*Platteville Normal School.*

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and character and character, in teacher and pupil. It is to be hoped that this and other normal schools, the earlier superintendence of which, in illustrious hands, has been so large minded, will still be spared the visitation of any such straight-laced and hard-visaged domination as not to permit the elaboration, in those who are to be teachers, of men and women who, swearing by no master in methods and spirit of work, save in such as, under the guidance indeed of maturer persons, are wrought in them, after all, vitally by free energies of their own minds while confronted by the spirit of all truth. It is no new doctrine that teachers are not made in machines, or like anthracite coal, under pressure of mountains. The making of them must be in freedom and self respect. They are children of the truth.

While the institution at Platteville is characterized by marked earnestness of purpose in some of the departments, your committee continue to discover failure to carry the pupil along with careful movement through a continuous development of the subject he has been set to master. Classes are left in arrearages, each day not having been made ready for by the thorough mastery of the work of the day before. In two or three rooms, rudiments and fundamental principles are not gotten and kept well by heart, and so advance ceases to be conquest. From whatever cause arising, this is not good teaching, and should not be allowed. Unless promptly corrected it would seem necessary that the classes in question be placed in other hands.

A difficulty has been thoroughly suggested to your committee by their observation of the school at Platteville, which must in the nature of the case, be incident to all our normal schools as at present ordered, in the lack of an adequate definition of the exact work the normal school is set to do. For a school like the one at Platteville to be set to the work of preparing teachers for all grades of the schools of the commonwealth, is to have assigned to it a work which, so widely put, it is utterly incapable of doing properly. Nothing short of the most thorough and complete collegiate education—we might almost say, university education—can be a due preparation of teachers suitable for the high school. Anything less than this, as a rule, must inevitably depreciate the quality of education. It is no doubt true that a good training in the normal school is better than a poor training in the college, and that character from the normal school is better as qualification for teaching, than characterlessness from the college; but neither poor training nor characterlessness should be allowed in the places of instruction in any of our schools, and the high schools should not be subjected to the slightest suggestion of occupancy by any teachers but those of the highest character and the strongest and richest training. It seems to your committee, as already in a previous report suggested, that in some way this should be positively recognized both in the fundamental basis, and in the administration of our normal schools as a settled limitation to their function, and that the courses and method of instruction in them should be shaped with a view to preparing teachers specifically for grades of instruction short of the highest. Training in relation to studies of the primary and grammar school, and in such elements of high studies as will be preparatory to the high school, seems to be the special office of the normal school, as differentiated from the office of the university or college, which is in one of its functions, the highest and most consummate, and really, for the higher grades of instruction, the indispensable normal school. It will be fatal to the best civic education if the university and college is ever substituted or depreciated as the laboratory of teachers in our public schools. As it is at present, the normal school is aspiring to do the work which is out of its power and would better be left to the college, while the normal school might, if doing its own appropriate work, in supplying the common school with teachers, be far more and even supremely useful, and thus the existence of the normal schools would be, if possible more than



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now, abundantly justified. The function of the normal school hardly seems yet to have had sufficient attention and the organizing of the school system of the state needs to be at this point more thoroughly wrought out.

With sincere esteem,

Yours,

J. J. BLAISDELL,  
E. A. BIRGE,  
MRS. L. R. GOTT.

June 30, 1893.

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### PLATTEVILLE NORMAL SCHOOL—1893-94.

HON. O. E. WELLS, State Superintendent:

The committee appointed by you to inspect the Platteville normal school most respectfully submits the following report for the year ending August 31, 1894:

The condition of the grounds and building indicates that all matters pertaining to health, cleanliness, and general neatness receive due attention. Although the building has recently received a large addition your committee was impressed with the fact that the accommodations are not now all that could be wished. While the new assembly room is well lighted, fairly well ventilated, well proportioned, and conveniently arranged, it is already taxed to its utmost to accommodate the students in attendance.

Furthermore, it is considered no small part of the teacher's duty to guard the health of the pupils by an intelligent adjustment of all means at command for the purpose of heating, lighting, and ventilating the school-room. It would seem quite important that normal instruction along these lines be supplemented by object lessons with modern and model appliances. It seems desirable also that normal graduates carry from their schools high standards in these lines and thus be able to lead public opinion in districts where they teach to such an understanding of the value of proper light, uniform temperature, and pure air in the school room that the patrons will be satisfied with no appliances for furnishing these which are below the best.

The order and discipline of the school were uniformly good and were seemingly maintained without special effort on the part of those in authority. Self respect, self-control, and a respectful bearing toward each other and the instructors, characterized the students of the school.

The work in physical culture is worthy of mention. The new gymnasium with the equipment affords an excellent opportunity for developing and maintaining a high degree of physical vigor among teachers and students. All the methods and exercises seem to be wisely adapted to the needs of the students. The heartiness and evident pleasure with which all—primary child and senior, young women as well as young men—enter into the vigorous exercises and drills, afford positive justification for all expenditures in this line. The good sense exercised by the young women in throwing aside that self-consciousness and false modesty which often make the best results in this line of development impossible is worthy of high commendation.

Drawing is now recognized as an important branch in the public schools on account of both its practical utility and its educational value. It

*Platteville Normal School.*

would seem very essential that all who intend to teach should receive a clear and comprehensive understanding of this line of work. Ability to sketch rapidly is of great advantage to the teacher in way of explanation and illustration. In arithmetic, geography, language, and in all the natural sciences it has become an indispensable aid. As an element in education drawing has even a greater value. Properly taught it develops a keenness of perception, a delicacy of taste, and a love for the true and beautiful in nature and in art. With satisfaction we note that the value of drawing to the student preparing to teach is recognized, and that intelligent and effective instruction is given in this line.

We believe that music has a beneficent influence upon children of all ages and should be taught in all schools, not as a recreation only, but regularly and systematically as other branches are taught. It should be taught not only for its own value, but for the sake of the schools themselves, and for the intellectual, moral and physical improvement of every pupil in the schools. In all schools outside the larger cities the work must be done by the regular teachers. In view of these facts we consider it very essential that every normal school should give thorough and systematic instruction in this branch, and that a fair theoretical knowledge at least of music be made one of the conditions of graduation. The uniformly good singing in the normal department, the proficiency with which the pupils in the model departments sing by note, and the excellent spirit which attended the music work in every department, lead us to believe that the work in music is well done.

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Your committee found it difficult to form a definite opinion of the instruction in Latin. The work in the advanced classes seemed to indicate a lack of thoroughness in the elements of the language. While it would be unjust to hold a teacher responsible for the work of a predecessor, it is manifestly the duty of a teacher in taking up the work of another to strengthen the weak points, instead of floundering on through new work. On the other hand, the pupils of the first year class had attained an accuracy of pronunciation, a mastery of inflections, and a knowledge of the simple principles of syntax that were quite remarkable. A noticeable feature of the instruction was the reading aloud by the teacher of the lesson assigned for the following day thus calling attention to each word, its pronunciation, root meaning, inflection, syntax and position in the sentence. The results attained seem very satisfactory; but it would be impossible to form a positive judgment on the value of the method until the power of the pupils has been tested in more advanced work.

The recitations in English literature were models in many respects. The quiet dignity of the teacher, the freedom and earnestness with which the students entered into the discussions, the independence of thought on the part of the students, and the close observance of approved class methods, were points worthy of high commendation. \* \* \* \* In the mind of the chairman of the committee it seemed just possible that the teacher in literature failed in a degree on the positive side of instruction; failed in positive expression of opinion and in directing discussions finally to wise and definite conclusions.

In the department of history and civics the instruction was marked by intelligent interest accurate scholarship, and honest effort. The outlines of work and tables of reference represented patient research and thought. We noticed, however, a constant temptation on the part of the instructor to do much that should have been done by the class. This was due in no sense to a desire on the part of the instructor to exhibit his own knowledge, but to his anxiety to have his pupils get a clear understanding of the subject in hand. It must be remembered that the principal end in the study of what is usually called the humanities is mental training-power

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to investigate, to weigh evidence, to form intelligent opinions, to express thought — and that this end can be attained only through the self activity of the pupils themselves. It is what pupils do for themselves, not what the teacher does for them, that affords mental training. It would not greatly surprise your committee if the results of the work in these lines should prove quite disappointing to pupils and teacher alike, when the class appears before the examiners.

Concerning the department of physical science it will suffice to say that inasmuch as instruction in elementary science is demanded in almost every school in the state, and inasmuch as the value of the results in this branch is almost wholly dependent on the spirit and methods of instruction, it seems deplorable that this department of a normal school in this intelligent commonwealth should be so lacking in the proper equipment and so out of harmony with the spirit and methods of modern instruction.

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The instruction in theory and art of teaching was characterized by a spirit of quiet earnestness and mutual helpfulness. We feel that the practice work of the student teachers, under the watchful eye of the supervisor who carefully notices every detail of the exercise and offers wise criticism, should be attended with valuable results. We fear, however, that much of the work will go for naught unless the instruction in the other departments exemplifies right methods. Under the influence of bad teaching the students become saturated with wrong methods, and when they go to their own work they will teach as they have been taught, not as they have been told how to teach. We believe, therefore, that the most urgent need of the normal school is teachers eminent in scholarship; teachers whose instruction will also supplement the strictly professional work by exemplifying thoroughly rational methods.

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In this connection your committee would suggest that the model schools as now organized do not furnish the most favorable opportunity for practice work. With children selected from the mass by the tuition requirement and carefully graded into small divisions, these well organized schools do not offer the same problems met with the average school. It would seem to your committee possible to make some arrangement with the local school boards in the cities where the normal schools are located, by which certain departments of the public schools might be used for practice and observation work. In this way the student teachers would get some valuable experience in a real school, gain insight into the details of management, and receive a more comprehensive knowledge of the organization of schools as they now exist.

On account of the high esteem in which the president is held by each member of the committee we hesitate to offer any criticism on the general management of the school. If any criticism were offered it would be that possibly the administration lacked a little on the side of positiveness. This is due to no lack of strength on the part of the president, but to his kindly sympathetic nature and his personal loyalty to co-workers. We do not believe in destroying in any degree the individuality of the subordinate teacher, but we do feel that a president or supervising officer must lay out the policy of his school along broad lines, and must insist upon having the work in all departments done in accordance with the fundamental principles of pedagogy. We feel sure that a closer attention to details of the work would make impossible the glaring violations of some of the common maxims for class management which were frequently noticed in some of the departments.

It might also be mentioned that it struck your committee quite forcibly that it would be advisable to organize all the work of the school more closely into distinct departments, with an instructor at the head of each

*River Falls Normal School.*

who should be held in a measure responsible for its management. This would insure more wisely directed effort, greater continuity of work, and results more nearly commensurate with the energy expended.

Respectfully submitted,

R. B. DUDGEON,

A. J. VOLLAND,

D. D. MAYNE,

*Committee.*

July, 1894.

## RIVER FALLS NORMAL SCHOOL—1892-93.

WEST SUPERIOR, WIS., July 1, 1893.

HON. O. E. WELLS, Superintendent of Public Instruction, Madison, Wis.:

Dear Sir:—We hereby transmit the following report of our visits to the Normal School at River Falls.

The time spent by the committee at the school was such as to enable us to give, to the best of our ability, a just estimate of the work done therein and its present condition.

We note first the satisfactory moral tone of the school as exhibited in the harmonious action of faculty, the unvarying courtesy of the students of all departments, and the absence of sham and pretence.

The work done in the model department is excellent. The teachers are worthy models for pupil teachers to follow. The children in the model department are well taught. This speaks well for the professional department of the school. The children are bright, responsive, and self-reliant—qualities which result only from right methods of instruction. The student teachers are subjected to wise and thorough criticism by the Supervisor of Practice. The very severity of this criticism may, although it should not, result in an indifference on the part of graduates to the milder suggestions of some superintendents.

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The teaching of the Normal department was earnest, straightforward and thorough. In professional tone it was not up to that of the model department. The questioning was often faulty, the positions of students were contrary to the admonitions of the teacher of physical culture, and in some rooms the teacher talked too much for the good of the pupils. Being convinced that the students are trained *professionally* by the teachers of *any* branch the committee urges the importance of a high standard of teaching throughout. Why would it not be well for the members of the faculty of the so-called professional department, together with the teachers of drawing, voice and physical culture, frequently to visit the recitations in the normal department to see that this institution does not waste at one point what it receives at another?

While the student body is, on the whole, creditable the fact remains that young people are admitted with very scant knowledge and faulty habits of thought. Two remedies are possible for this; first, to raise the standard for admission to the preparatory department; second, to extend the time of the preparatory course. The practical side of the question to the school is not the theoretical ability of the adjacent schools to furnish proper material for the normal department but the actual condition of the candidates for entrance.

From statistics on this point furnished by the president, from observation of the student body, and a limited knowledge of adjacent schools, the committee do not feel justified in recommending either the abolishing

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of the preparatory department, or a radical increase in requirements for admission to it. We would urge, however, that somewhere in the course there be given a more thorough knowledge of the subjects a graduate is expected to teach.

This leads to a brief discussion of the course of study. We believe too much is attempted. The student has too many subjects at one time, and must drop these subjects before they are mastered. It is true that many of the topics do not take time for preparation, but they take time for drill, as in physical culture. By breaking up the year into four short terms the pupil is kept in a continuous state of jumping from one thing to another. The best academies of the east offer a four years' course. The teachers of the River Falls Normal School are required to give grammar-school, academic and professional training all in four years. The beginning of so many subjects results in the mastery of none. The proverbial saying that all beginnings are difficult is only partially true. The discipline derived from a subject increases in geometric ratio toward its complete mastery.

One of the committee writes in this connection as follows: "The power to furnish a more perfect knowledge by the Normal School and to correct faulty methods of thought is hindered by the limited time assigned to the various subjects studied, made necessary by the multiplicity of subjects to which it is deemed proper to demand the attention of students; this at the expense of a substitution of a very imperfect smattering of many subjects they will never be required to teach, for such a knowledge of those they will teach as will make their teaching both profitable and pleasant for their pupils."

The school is not properly equipped with apparatus or conveniences with which to teach the sciences. It is not necessary to say that textbook work is not the best work for this department.

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The committee cannot see the wisdom of making the first two years of the English course lead to graduation. The doing of this must interfere with the proper sequence and continuity of studies in the four years' course.

It is doubtful whether, on the whole, a two years' course does not do more harm than good. Calling a person a graduate does not necessarily fit her to teach. Perhaps a simple statement of one, two or three years' attendance, also specifying the branches pursued, would be less likely to injure the longer course.

Learning that President Emery severs his connection with the school at the end of the present year, we cannot close this report without expressing our high appreciation of his character and of his services to the state. His honesty and directness of purpose were apparent throughout the school. His manly life cannot fail to be an inspiration to those over whom he has been placed.

A. W. RANKIN,  
A. F. NORTH,  
H. A. SIMONDS.

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*River Falls Normal School.*

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## RIVER FALLS NORMAL SCHOOL—1893-94.

OSHKOSH, WIS., July 3, 1894.

HON. O. E. WELLS, State Superintendent of Wisconsin:

My Dear Sir: The committee appointed by you to visit the River Falls Normal school submit the following report:

During the month of December, 1893, members of the committee made separate visits, and in May, 1894, spent part of a week examining the school.

So far as the general surroundings of the school are concerned, there is little need of suggestion. The school campus is naturally beautiful and well adapted for recreation. The sanitary conditions appear to be generally good. The building is neatly kept and the recitation rooms seem to be very well adapted to the work. \* \* \* Agreeably to your instructions, we report to you under the following heads:

## I. The Abolition of the Preparatory Department.

The committee feel that their limited experience in the matter impels them to speak with hesitation on the subject, but so far as we are able to judge, it would be best for the normal schools if some definite time were set when the preparatory department should cease. It is sometimes said that the abolition of the preparatory department will have an influence to divert students from the normal schools; but we believe rather that when the normal courses become in fact normal courses a larger number of scholarly young men and women will be attracted to them.

The present department has been brought into existence by the low condition of common school education in the state. We have reason to believe that the common and high schools are now better able to prepare students for a bona fide entrance to the normal schools, and that if due and timely notice be given of intended changes, there would be almost instant adjustment to the better order of things. We recommend that high school principals and county superintendents be urged to send to the normal schools only such as are prepared, and that the rudimentary training which has heretofore been given in the preparatory department be turned over to common and high schools, where it properly belongs.

We further recommend that the entrance examinations to the normal schools be of the rank of second grade certificates, except in the theory and art of teaching, and that persons holding second grade certificates be admitted without examination.

## II. Limiting the Validity of Elementary Certificates.

We do not believe that the time has come for abolishing the elementary course, or of materially changing the privileges that follow its completion. Some of the most successful teachers in the state have taken only this course, and to restrict the normal certificate to graduates who have finished the four years' courses would be unwise at the present time.

The committee is well aware that the limited scholarship of many holding the certificate tends to lower the standard of normal instruction in the opinion of many people. Such a condition of affairs is, however, inevitable, and we earnestly suggest that a remedy be attempted in the increased efficiency of normal instruction during the two years of the elementary course.

It would seem that a student who entered the school with power to obtain a second grade certificate could be so trained in two years that there should be no doubt of his ability to understand and to teach the common school branches.

We believe that improvement in normal school instruction is not to be obtained in abolishing or adding courses or subjects only, but in a higher standard of teaching under essentially the present conditions.

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### III. Vigor and Wisdom of Administration:

Though the impaired health of President Hull has doubtless rendered it impossible for him to carry out many of his plans, we believe that the co-operation and assistance of teachers has made his administration wise and just.

### IV. Capacity and Efficiency of the Teaching Force:

\* \* \* Good work was observed at different times in all classes, and if the committee were to single out the weaknesses most noticeable, they would be the tendency on the part of teachers to do the work of the class, and a disposition to "develop" and "relate" ideas when pupils seemed to lack the academic knowledge necessary for such development and relation. The committee is further of the opinion that to introduce professional topics into the midst of poorly digested academic knowledge is to change virile and inspirational class work to a desultory exercise in which the pupil misses both the scholarship and clear educational doctrine.

G. Stanley Hall well says, "Only after a whole department of thought is well mastered can anything worth while be said of its logic or psychology. To mix real teaching of a subject with its method for beginners, is bad for knowledge and worse for pedagogy."

The fragmentary and hesitating answers noticeable in some recitations were largely due to the absence of study of regularly assigned tasks in which the student gains daily strength by daily mastery, and while the pleasure to the teacher may be great in "leading the pupil to see," often *ab ignoratia*, yet we believe the process is deadening to originality in thought or progress in sound scholarship.

We believe that if the relative time in some classes taken by teacher and pupil were exactly changed, a large improvement would be noticed in the independence of the pupils' work. While your committee point out certain weaknesses, we are fully sensible of the excellent work being done, and of the ideal plans of the various teachers to make their work of the highest order of efficiency, and we have confidence that progress is and will be made toward those ideals.

Respectfully,

W. C. HEWITT,  
O. GAFFRON,  
G. G. WILLIAMS,

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## WHITEWATER NORMAL SCHOOL—1892-93.

HON. O. E. WELLS, State Superintendent:

The committee, appointed by you to visit the Whitewater normal school of this state, beg leave to respectfully report as follows;

One of your committee made two visits to the school, spending more than a week, which was devoted to direct study of the work and aims of the school. Another member also made two visits, covering a period of four days, spent in like manner, while the chairman, owing to press of private business, was able to make but one visit of one day's time. After a careful comparison of views and deliberate consideration, your committee are of the opinion: that the Wisconsin normal schools should take a long, strong step forward. This has become a firm conviction with many of their best friends. While the high schools have rapidly multiplied and have increased in efficiency, while the university has broadened its lines of work, abolished its preparatory department, raised its standard

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*Whitewater Normal School.*

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of admission, some of the normal schools plod along at much the same gait that they struck twenty years ago.

Your committee are also convinced that the preparatory department is a hindrance to the normal and a hurt to the neighboring high schools, that the standard of admission is unnecessarily low, that the elementary certification in many instances works harm, that the course of study needs to be broadened and strengthened.

#### THE PREPARATORY DEPARTMENT.

The Whitewater catalogue recently issued shows the local character of this school. Of 296 in the normal department, 102, or more than one-third, come from Walworth county. Almost another third come from three adjoining counties. About one-fourth of those in the preparatory department register from Walworth, while most of the rest come from towns having good high schools or from the vicinity of such towns.

In a recent year, of 268 in the Platteville normal, 215 came from the county of Grant. The River Falls catalogue for last year shows that more than two fifths of the total number in the normal department register from River Falls and that one half of those in the preparatory come from the same place.

When the registry proves that the students of these schools come from sections so thickly dotted with high schools the claim that a preparatory department is a necessity seems to be without foundation. When in one school more than one half of those pursuing the work in the first two years of the course register from the city in which the school is located, it is small wonder that the local high school has to struggle for an existence. Justice to the high schools as well as to the normals themselves, demands the abolition of the preparatory department.

#### THE ELEMENTARY COURSE.

Many of those who receive an elementary certificate pose in their communities as graduates from a normal. Their lack of broad preparation throws reproach upon the school from which they come, whenever the public confuses the work of the two courses.

The practical working of this elementary course has always proved a detriment in developing the full course of study. It breaks the continuity of work and prevents the proper arrangement of studies.

The granting of this certificate often sends its receiver out to teach when he would better pursue his work farther. The abolition of these certificates would prove no detriment to the school, and would stimulate more to complete the full course.

#### RAISING STANDARD OF ADMISSION AND BROADENING THE COURSE.

A set of questions procured from each school shows that some of the normals give much more difficult tests to applicants for admission than are given in others. Do not the improved facilities for proper preparation warrant the normals in raising the requirements for admission? Has not the time arrived for the normal schools to select from the applicants only those whose stock of knowledge and power to think fit them for vigorous work? The lack of proper preparation is quite noticeable in many classes.

No doubt many normal graduates who came unprepared to enter properly, even the preparatory, are now men and women of whom their respective schools are justly proud, but such material would find a way to the normal even were the requirements for admission much more severe than they now are. To quote an excellent authority, "The more potent the virility

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in a youth the surer will he be to gravitate to large opportunities in men and measure."—(President Albee.) Would not more rigorous requirements bring a stronger class to these examinations? Would not raising the standard of admission afford the needed opportunity to broaden and strengthen the course of study?

To devote from ten to twenty weeks to such branches as botany, physics, physiology, chemistry, general history gives too small a smattering to enable one to teach them with marked success. The amount of work now done in Latin and German is far too small to fit one for teaching these languages in our high schools. It is not necessary that a student's time and energy should be dissipated by requiring of him some acquaintance with every branch of study; but it is of prime importance that he should gain breadth and strength in the branches commonly regarded as essentials. Is not the time fully ripe for an advance in the work required for entrance and in the work attempted in the course? Cannot the normals most effectively help up the lower schools by moving up themselves?

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Reviews of common school branches should be taken up with the idea of *showing how they should be taught in the school room. Too little attention is given to this phase of it.*

Classes given practice-teachers are not large enough. Teaching five pupils in a side room does not begin to fulfill the conditions met with in after life. Then there is such a thing as too much supervision. This does not make self-reliant teachers. There is too much interference, too, on the part of model teachers. Especially noticeable in music. Orders given by a student teacher were immediately countermanded or altered by model-teacher. Pupil's attention distracted and made nervous in consequence.

The faculty of a normal school should be composed of model teachers in their respective branches. Physiology is too important a branch to be left to a teacher "young and inexperienced"—as designated by the school president.

Not enough attention is given to the subject of children's reading. Sets of the leading juvenile works—at least those named in the "Township Library Catalogue"—should be found in each normal school, and *the students should be made familiar with their contents, and the many advantages to be derived from their use.* Ignorance on the part of teachers is the great hindrance in the promotion of the recent state law which may place in each school a small but carefully selected library of juvenile literature.

With as extensive a curriculum as a normal school has, too much attention cannot be paid, by each teacher, to the demands made by all concerning outside or home study. When a professor requires an hour's study, he does not often realize that three or four other members of the faculty are requiring an equal amount, the result being overworked pupils, and lack of proper recreation and rest.

JOHN F. BURKE,  
LUTIE E. STEARNS,  
JOHN W. LIVINGSTON.

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*Whitewater Normal School.*

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## WHITEWATER NORMAL SCHOOL—1893-94.

HON. O. E. WELLS, State Superintendent.

Madison, Wisconsin.

Sir:—Your committee for visiting the Whitewater normal school respectfully submits the following report:

The school was visited by the second member twice during the year and by the chairman once. We were very much impressed by the beautiful appearance of the campus, by the well-kept lawn and the numerous groups of native and foreign trees. These things cannot fail to have an elevating influence upon the pupils and to promote in them an interest in the study of natural objects. Upon entering the building, however, we were much disappointed at the very inadequate equipment for purposes of instruction in natural science. The importance of this department in normal instruction gives it high claims to attention, and we earnestly recommend that provision shall be made for well lighted and well ventilated laboratories for chemistry, physics and biology, each laboratory to be well furnished with apparatus for individual and class instruction. Experience in Milwaukee has shown that an expenditure of from \$5,000 to \$6,000 is necessary to provide the three laboratories with furniture and apparatus. When it is remembered that there are about four hundred thousand children in the public schools of the state of Wisconsin the importance of giving thorough training to the normal students becomes evident. It is only fair to add that the school seems to be doing all that can be expected of it with its present appliances.

We believe that there should be a much more generous supply of reading matter in all the departments, not only for the use of the students in the normal school proper but for those in the preparatory course and in the model school. In our judgment it would be sound policy to buy ten or twelve copies of each of the less expensive books. We recommend not only didactic works but books of various classes and kinds, selected with the idea of inspiring and developing a taste for reading and of forming that best of all habits—the habit of reading good books.

With the information in our possession we cannot speak with confidence with regard to the abandonment of the preparatory department. On the one hand it may be that this department receives and fits a considerable number of young people who, from the nature of their home surroundings, would not get into the high schools, and certainly would not go there for a branch or two in which they might be found deficient upon making application for admission to the normal school. On the other hand last year's experience in the Milwaukee normal school, which has no preparatory department, was that a slightly larger proportion of its attendants came from outside the city than came from the Milwaukee high schools. The question is a very complex one and we recommend that a special committee be appointed to make a careful investigation of the whole subject.

With regard to the elementary course we recommend that it be continued for the present. The educational conditions throughout the state are such that the people are unwilling to pay for more than very meager attainments on the part of teachers, as may be seen from the fact that, outside the large cities, women in the schools are paid, on the average, only about \$30 a month. The elementary course furnishes a class of teachers to meet the requirements of a market which demands persons of moderate skill who can afford to teach for low wages in country schools and in grades below the high school. Moreover, many young people complete the elementary course who would not attend two years if it were abolished. It may be a disadvantage in that it probably satisfies some who

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*Reports of Boards of Visitors.*

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would otherwise attend four years, but on the other hand it affords a goal which when reached finds the student with a strong desire to go farther and in that way may lead him to finish the full course.

The discipline of the school impressed us as admirable. It goes neither to the extreme of a cast iron ritualism where worship of form becomes a folly, and students are governed by forces outside of themselves, nor to that other extreme of laxity sufficient to retard the workings of the school. The student, to a large degree, is thrown upon his own honor and receives through the confidence placed in him a most wholesome and valuable training in one of the essentials of a good teacher—the power to govern himself. That there are not more young men and women in the vicinity ready to avail themselves of the excellent training to be secured in the school is a matter of surprise. The causes for the light attendance must be looked for outside the school. If a liberal and vigorous policy on the part of the president, sound instruction, imparted in a spirit of kindness and helpfulness by the members of the faculty and a delightful place of residence are incentives toward attendance at a normal school the White-water school should be filled to its utmost capacity.

(Signed) GEO. W. PECKHAM,  
W. J. BRIER.

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*The University.*

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## THE UNIVERSITY.

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On pages 8 and 10 I have noted some evidences of the progress made by the university since my official connection with it. It is an institution of which the state is justly proud. In beauty and healthfulness of location it is unsurpassed in the land. No other institution in the state can offer advantages at all comparable to those that the state here furnishes. Its departments are in the main ably manned. Its various departments are generally well housed, and its buildings of recent construction are architecturally effective and admirable in arrangement and equipment.

While most of the older buildings may satisfy present demands, the library building is entirely inadequate in size and ill-suited in arrangement to the purpose for which it is used. The school is by no means destitute of library facilities. It has a well selected and growing collection of books. But the collection is in no respect commensurate with the wants of the university. It is, perhaps, inevitable in the growth of an institution covering so wide and so varied fields of activity that some departments should outstrip others. But the university library is so meager, and the rooms in which it is stored are so cramped and uncomfortable that it contrasts unpleasantly with the noble equipment for the teaching of physical science and the superlative appliances for physical culture. It is well that the authorities take heed to the growing demands of material science and to the newly awakened interest in physical training. But the university has other functions equally important and equally sacred. After all has been said, it is in great collections of books, storehouses of thought, mines of mental and moral wealth, and the use made of them that the power of an

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*The University.*

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institution of learning is lasting and benign. The report of the board of visitors, printed on pages 101—4 suggests a method of increasing the library facilities of the university. The consummation of the scheme would vastly augment its literary resources, but the need of large accessions to the university library along lines that the state historical library does not cover would still remain. The vast collection of the historical society is invaluable, and its destruction would bring irreparable loss to the state. That it should be rendered as secure as possible from casualties and so placed and arranged as to yield its best results in quickening and broadening the intellectual life of students is a matter of transcendent importance. But it remains that the university needs a library of its own, adapted to its own wants, and managed by its own officers.

Schools are founded and maintained to foster intellectual life. Books are the garnered intellectual life of the centuries. It is perilous to neglect the collecting and housing of an adequate university library. Whether it be placed in a building devoted to its exclusive use, or gathered with the larger collection of the state historical society, its surroundings should be as convenient and attractive as are the agencies that aim to widely divergent paths.

It is no part of the purpose of this report to question the wisdom displayed by the state in the establishment of any of its educational institutions. The agencies that qualify men to bring to their several occupations and callings the power of sober and accurate thought can never be too efficient, and there is little danger that they will become too numerous. The function of government that imposes on the state the duty of giving to its citizens their professional or technical training has never been clearly stated. Indeed, the line that separates public function from private duty is evidently growing obscure. The motives that impel the state to teach the farmer rather than the shoemaker or the carpenter his trade are certainly far to seek.

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*The University.*

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The duty of the state to train its boys and girls for intelligent citizenship rests on unassailable grounds. When it goes beyond this and assumes to teach them professions and handicrafts it seems to be entering upon a policy whose sequence is the absorption of individual rights and responsibilities. But toward this kind of socialism the pendulum of opinion seems to be swinging. They who believe that a sturdier manhood comes from self-reliance and self-direction must wait for the reflux wave. It is not easy to over-estimate the importance of our farming interests, and any agency that tends to impart to those who are engaged in this pursuit that quickness of apprehension and alertness of thought that characterize those engaged in commercial and manufacturing enterprises is to be welcomed. But agriculture is not a science. It has no body of established doctrines that may be formulated and taught as law, or as medicine is taught. Mathematics, science, history, language, literature and allied topics are the same for the farmer's boy, as for others. Neither for him nor for others is there a short cut, or a royal road to learning. The power of clear and consecutive thinking is the result of severe and protracted mental training. Farmers need it as much as men in other non-professional pursuits. Agricultural colleges can offer no superior facilities for the acquisition of mental power. In so far as these schools resort to the same methods that literary colleges adopt to train men and women it is simply a multiplication of agencies to secure the same results.

The instructional force in our own agricultural college involves an annual outlay of nearly twenty thousand dollars, and it has graduated nine students in ten years. The last catalogue showed an attendance of two, one of whom graduated in June. It seems absurd to call such a faculty with so many students a "college". An attendance at the Dairy School of boys from the farm, for twelve weeks in the winter, gives them scant title to enrollment as university students and affords little occupation to the professors. The value of this instruction to the

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*The University.*

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dairy interests of the state is not underestimated, but the cost of maintenance of the college seems disproportionate to the benefits conferred upon those who seek its aid. There has seemed to me to be a serious lack of adjustment to the needs of students that the college has not attracted more to itself. The duplication of the work of the high schools and colleges in the independent agricultural schools of other states indicates that there is no body of organized knowledge to be imparted. The chemistry and botany of the farm are but applications of the general principles of these subjects which must first be mastered. The university proper affords the best facilities for this purpose. The student then needs little assistance in making the application. The school, therefore, seems embarrassed by lack of knowledge upon which to base an extended course of study. It is not clear that these schools have yet justified their existence.

#### THE BOARD OF REGENTS.

It is a generally recognized principle in civilized countries that public revenues should not be expended without audit. The management of the University of Wisconsin affords a notable exception to the rule.

In the biennial report of two years ago I indicated the dangerous methods of conducting the business of the board. I stated that the business was practically done by the executive committee and that its accounts were not audited by the finance committee. As this report attracted no public attention and the business methods of the board have not improved, I deem it my duty to explain its transactions in detail with specific illustrations.

The executive committee consists of Regents Stevens and Chynoweth of Madison, John Johnston of Milwaukee, and President Adams. Regent Johnston seldom attends the meetings

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*Board of Regents.*

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of the committee. President Adams is sometimes necessarily absent. It thus frequently happens that the local regents, Stevens and Chynoweth, are the only members present. As two is not a majority of four they do not form a proper quorum for the transaction of business. They nevertheless assume all the functions of the full committee.

It is possible that they would explain their action on the ground that the president of the university is not a regent in the sense that the others are and so not necessary to a quorum. He is by law *ex officio* a member of the board and of all its standing committees, but without a vote except in case of a tie. The record for December 4, 1893, and January 2, 1894, would seem to indicate that interpretation, there being but one local regent and the president in attendance an adjournment was taken for want of a quorum. On September 10, 1894, there was a special meeting of the executive committee at which only Regent Stevens and President Adams were present. They approved two requisitions, one for \$130 and the other for a sum not given, appointed an instructor of gymnastics in Ladies' Hall at a salary of \$800, an instructor in practical pharmacy at a salary of \$1,000 and a librarian of the law school, his compensation for a year's work to be the tuition for the two years' course in law. It thus appears that he has been recognized as a full member of the committee for business purposes, as the legislature doubtless intended him to be. There can therefore be no question as to what should constitute a quorum.

Turning to the record for illustration, I find, November 7, 1893, "Present Regents Stevens and Chynoweth." After the transaction of important business the record is: "The following bills were presented, audited, approved, and ordered paid," the list includes vouchers from No. 174 to No. 261, amounting to \$29,501.06.

April 2, 1894; "Meeting Executive Committee. Present Regents Stevens and Chynoweth. The following bills were presented, audited, approved and ordered paid." Vouchers num-



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*The University.*

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bering 779 to 949, amounting to \$54,216.77, about two-thirds of which was for salaries. The following requisitions were presented and approved, Nos. 62-70 amounting to \$965.29.

"3 P. M., September 4th, 1894. Adjourned meeting of executive committee. Present Regents Stevens and Chynoweth." Bills were "presented, audited, approved, and ordered paid" amounting to more than \$32,000. Requisitions were also approved amounting to nearly \$4,000. September 6th, the same regents were present at a special meeting of the executive committee. The following resolution was adopted: Resolved, that the bid of T. C. McCarthy of \$2,494 for setting Boilers . . . . . be accepted. The secretary to prepare contract with approval of Regent Chynoweth, "No bond to be required."

"Madison, Wis., Sept. 5, 1892.

Meeting of Executive Committee. Chairman Stevens present, Regent Chynoweth being confined to his house by illness, he passed upon the matters there and at this office A. M. 6th inst. The following requisitions were presented, audited, approved and ordered paid"—three, represented by their numbers, the amounts not given.

"The following bills were presented, audited, approved and ordered paid"—Vouchers 1069 to 1119, amounting to \$22,067.35,

"Madison, Wis., May 7, 1894.

Regular meeting executive committee.

No quorum. Secretary directed to issue warrants for payroll; (action ratified later).

Adjourned to 10th inst."

The minutes of the adjourned meeting, May 10th, show no ratification of the foregoing proceedings, nor do I find any subsequent ratification. It is immaterial, however, the parties having obtained their money in due form there would be no remedy.

Illustrations might be multiplied but it is impossible to exhibit by citation the volume of business transacted and the expense incurred. Enough has been given to show the grave pos-

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*Board of Regents.*

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sibilities of their methods. More dangerous still will their proceedings appear when it is known that the accounts are never afterwards audited.

Regent Johnston, for three or more years chairman of the finance committee, has never called a meeting for the examination of accounts. The first year he employed an accountant to review the year's business and submitted his report, a peculiarly left-handed one, with certain recommendations, as the report of the committee, the other members signing it just before its presentation. Since that time there has been no scrutiny of accounts.

Typewritten copies of the proceedings of the board and of some of its committees have for the past year been sent to the members, but this does not seem to operate as a check upon abuses. There is little information in the items, "services," "mdse.," "expenses," "supplies," upon which to base an objection. I have heard certain acts of the executive committee privately denounced, but I have never known a member to make objection when the perfunctory ceremony of approval was being observed by the board.

No one is at liberty to infer an intimation of personal wrongdoing. I mean to say only that this is not a safe way of conducting public business. Four hundred seventy thousand dollars was last year transferred on the books of the state treasurer to the credit of the board. How much they anticipated the revenues of the present year I am unable to say, but I do not doubt that their actual expenditures exceeded \$500,000. I submit that financial operations of such magnitude and public interest ought not to be so loosely conducted.

The executive committee controls the expenditure of all moneys. The board is divided into committees corresponding in a general way with the departments of the university. Each one has a nominal control or at least oversight of the work of its department, but it directs the expenditure of no part of the funds annually appropriated to it. To illustrate, I am chairman of the committee on library and text-books. The board

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*The University.*

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last year appropriated \$6,600 to the library. To this account were charged the salaries of two cataloguers, with necessary supplies for them, the periodical list amounting to eight or nine hundred dollars, leaving no large balance for additions to the library. A requisition for a large number of books approved by the president of the university and myself early in the year was arbitrarily laid aside by the executive committee and the books were not received until the end of the year. About \$1,200 of the library appropriation, made by the board, was also withheld by the executive committee and applied to other purposes.

In view of the library's straightened circumstances it seemed unjust to rob its meager appropriation for the benefit of the gymnasium. The library committee has not only no power to expend its appropriation, but it has no assurance that any considerable part of it will be expended by the executive committee upon its recommendation.

The same arbitrary control of appropriations and expenditures is exercised in regard to the recommendations of other committees. The executive committee is therefore practically more powerful than the board, its authority is frequently exercised absolutely by two members, and its work is not liable to subsequent review.

#### SOME UNLAWFUL ACTS OF THE BOARD.

Attention should be called to some dangerous usurpations of the board. The following note, with accompanying explanation and security, is worthy of consideration:

*"University of Wisconsin,*  
*Madison, July 18, 1889.*

*\$10,000.*

*Two (2) years after date for value received, "the Regents of the University of Wisconsin" promise to pay Frederick W. Crosby, or order, at the Merchants' National Bank, in the City of Chicago, Illinois, Ten Thousand Dollars, with interest at the rate of six (6) per cent. per annum, payable semi-annually at said Bank.*

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*Board of Regents.*

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The consideration for this indebtedness is the purchase price of lots number five (5), six (6), and twenty (20), of block number six (6), of the city of Madison, according to the recorded plat of said city; said lot number five (5), having been purchased from Eugene O. Kney, and said lots number six (6) and twenty (20) from William F. Vilas; and the entire purchase price for the payment thereof, amounting to ten thousand dollars, has been furnished and advanced by said Frederick W. Crosby, to the said Board of Regents: Said land forming a part of the University Campus and necessary for university purposes.

The Board of Regents further agree, that the said Frederick W. Crosby or his assigns, may be subrogated to all the rights of said land which said vendors might have had, and enjoyed, as vendors, if the said purchase price had not been paid to them: and that said indebtedness shall stand as a charge, and an equitable lien on said land, until fully paid with interest; and that said land shall be, and constitute a security for the payment of said indebtedness in full.

This indebtedness is incurred, in pursuance of a resolution of the said Board of Regents, duly passed at its regular annual meeting, June 18th, 1889, by which the officers of said Board were fully authorized to transact said business.

In witness whereof, the President, and the Executive Committee, and the Secretary of said Board of Regents have hereunto set their hands, and the Secretary has affixed the corporate seal, as authorized at said meeting.

The Regents of the University of Wisconsin

(Seal)

by

GEO. H. PAUL, President.

GEO. RAYMER,

L. S. HANKS,

J. B. THAYER,

Executive Committee.

E. F. RILEY,

Secretary of the Board of Regents.

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*The University.*

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If the board has authority to incur indebtedness to the extent of \$10,000, it has equal authority to borrow a hundred thousand or a million dollars. The legislature has thus lost all control over its finances. The board does not need to apply to it for appropriations. It has simply to give its note for the amount needed and impose a permanent debt upon the state. Section 4549, R. S., forbids under heavy penalties incurring such indebtedness.

This note is still outstanding. Ten thousand dollars of the Jackson bequest has been sunk in it and the rate of interest reduced to five per cent., payable semi-annually, as before. It is now in the possession of the board and the interest is paid out of its general fund to the beneficiary named in the bequest. In the records this use of the money is called an "investment." It is an investment in the same sense that the certificates of indebtedness are. The money is spent and the note is an evidence of the debt. If the money is ever replaced it must first be raised by taxation. If it is not restored the semi-annual interest charge must be met by taxation. This is not the usual conception of an income from an investment.

When the purchase of the Crosby note was first broached in the board it was said that the board had in its possession a part of the Jackson Bequest which might be invested in the note. I asked what was meant by the statement that this money was in its possession. The reply was that it was on deposit in the bank to the credit of the board. I answered that it ought not to be, that the state treasurer was the legal custodian of the funds of the board and that any money not in his possession was unlawfully detained. I stated further that under the constitution the secretary of state, treasurer and attorney general were the commissioners whose duty it was to invest all university funds. A fruitless discussion of the legal points thus raised ended in a reference to the law committee with instructions to report. If it ever reported it was without my knowledge. At a subsequent meeting a special com-

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*Board of Regents.*

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mitte consisting of Regents Chynoweth, Stevens and Seaman was appointed to inquire into the feasibility of using the Jackson Bequest to pay the Crosby note. It reported that the bequest was made to the board of regents to be by it invested and that it had concluded that this use of the money would be lawful, and recommended the purchase of the note and its transfer to the state treasurer to be held by him "as an investment under and by virtue of the terms of the said will until such time as your Honorable body can make arrangements for the same out of the funds belonging to the university." Misled temporarily by the adroit use of the term investment I voted with the rest of the members for the adoption of the report, forgetting for the time that the regents are forbidden to incur indebtedness and that a trustee should not borrow his trust.

Seven thousand dollars more of the Jackson bequest was turned into the general fund, and spent under the following resolutions, the former adopted by the board January 4, 1893, and the latter by the executive committee November 6, 1893.

"Resolved:—That \$5,000.00 of the Jackson Bequest be received by this Board and temporarily placed in the general fund of the University and used for such purposes as shall be designated by the Board, pending an investment thereof, and that 5 per cent. per annum payable semi-annually on June 1st and Dec. 1st, be paid to J. H. Carpenter as interest on the same while so used, the said Carpenter consenting to the terms of this resolution.

It is further Resolved, That the Executive Committee be and the same are hereby authorized to sign a receipt for said \$5,000."

"Resolved:—That \$2,000 of the Jackson Bequest be received by the Board and temporarily placed in the General Fund of the University and used for such purposes as shall be designated by the Board pending an investment thereof, and that 5 per cent. per annum, payable semi-annually on June 1st and Dec. 1st, be paid to J. H. Carpenter as interest on the same while

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*The University.*

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so used; the said Carpenter consenting to the terms of this resolution, and

Resolved:—That the Executive Committee be and the same are hereby authorized to sign a receipt for said \$2,000."

The remaining three thousand dollars is on deposit in the bank and drawing interest at three per cent. Thus, by a generous bequest to the university, the state has been burdened with a debt of \$17,000 of indefinite duration. Had we enough citizens alike generous to the university it would be possible, under similar management, to bankrupt the state.

Since I became a member of the board its membership has, with two exceptions, entirely changed. My experience with the old board corresponds roughly with my first term in office, and with the new board to the second term. I have gone far enough back into the earlier records and conversed sufficiently with the members of former days to be assured that one board differs in character and methods but little if at all from another. I am convinced that there is no board of regents and that there never will be until the composition of the so-called board is radically changed. The local members with the president of the university are the board. They control the choice of its officers and dictate the composition of its committees. The president is by law a member of all standing committees and one or both of the others are members of the important ones. The other members are busy men in haste to dispatch business and get away. They come, sign reports prepared or inspired locally, cast complimentary votes for each other's reports, consign them to the executive committee for execution, adopt the recommendations of the president and depart. Practically they are only ciphers which add value to the significant figures, the local regents.

It is no disparagement of the local regents to say that for them a disinterested judgment is difficult, an impartial one impossible. They are swayed by a thousand subtle influences; drawn by social, fraternal and business ties; pestered by countless selfish interests.

*Finances.*

Two serious mistakes have been made in the composition of the board; one is the addition of the president, the other the selection of two members for the state at large. Both are in the interest of local supremacy. The latter makes it possible for Madison always to have two regents. The former makes the president of the university the autocrat of the board. He presents his recommendations backed by all his powers of argument and persuasion and then himself offers resolutions previously written and moves their adoption. Not to approve his measures would be construed as a want of confidence which would soon compel his resignation. His vote can have no effect except to save a measure otherwise lost. In the full board he has now to secure the support of seven members. The defeat of measures which will not under his advocacy secure this would scarcely work lasting injury to the university.

The statute organizing the board should be so amended as to prohibit the appointment of a member from Madison, withdraw the ex-officio membership of the president of the university and withhold appointments for the state at large. Until this is done the university will continue to be a state institution for purposes of taxation, but Madison's university for purposes of expenditure.

## UNIVERSITY FINANCES.

The cost of the administration of the university may be stated approximately as follows:

President, salary .....	\$7,000
Residence, personal service, contingent fund .....	1,600
Vice President .....	3,000
Dean of College of Letters, Science and Arts .....	3,500
Dean of College of Law .....	3,500
Director of School of Economics .....	3,500
Dean of College of Agriculture .....	3,500
Residence perquisites .....	500
Registrar .....	1,400
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	\$27,500
Deduct salaries of Deans as Professors .....	12,500
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	\$15,000

h—Supt.



*The University.*

The diligent cultivation of the notion that the university needs a financier at its head and not an instructor has not been done in the interest of its intellectual quickening. One readily recalls the instruction of President Woolsey in international law and of Presidents Porter and McCosh in intellectual science. President Angell is now lecturer at Ann Arbor on international law and on the history of treaties. President Schurman of Cornell is professor of mental and moral philosophy. President Patton of Princeton is professor of biblical instruction and also of ethics. The tremendous power of President Bascom with the students was due to intellectual contact with them in the class room and upon the rostrum.

The following table shows the amounts annually appropriated by the board for salaries, and the number of students registered in the regular courses of the College of Letters, the College of Engineering, the College of Agriculture, the College of Law and the School of Pharmacy.

Year.	Amount Appropriated.	Number Registered.
1885-86.....	\$53,950 00	416
1886-7.....	68,500 00	502
1887-8.....	86,960 00	608
1888-9.....	94 786 00	672
1889-90.....	91,382 32	747
1890-1.....	123,876 66	823
1891-2.....	135,336 66	885
1892-3.....	137,063 95	1,035
1893-4.....	155,222 86	1,026
1894-5.....	166,806 66	1,196

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*Finances.*


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Fellows, resident graduates, students in absentia, students in the short agricultural course and students in the dairy course are not included. The amount paid for fellowships, and special lecturers which is a part of the total cost of the instructional force, is also omitted.

The statistics for 1892-3, 1893-4 represent the amounts actually spent for the collegiate years. The others are the sums appropriated at the beginning of the year, and are less than the amounts actually expended. It will be seen that the salaries have been increased \$75,000 in the last four years. The statistics of attendance for the current year are compiled from the directory published in October, and will doubtless be somewhat increased by subsequent enrollment.

On page 6 of this report is given a statement of university finances for the biennial period, furnished by the secretary of the board. The report of the president of the board will doubtless contain similar tables. The first item under disbursements is "For salaries \$95,263.95 and \$107,086.60" for the year ending Sept. 1893 and 1894. The amount actually spent for salaries of the instructional force alone for the respective years was \$137,063.95 and \$155,222.86. Here is a deliberate concealment in a single item of about \$90,000 for the two years. The balance may be found on the page but it would probably baffle a majority of the board to find it.

The apportionment of salaries to the various "colleges" for the current year is given as a key to help unlock the mysteries in the above statement.

College of Letters, Science and Art .....	\$103,966 66
College of Law .....	9,100 00
College of Mechanics and Engineering .....	22,100 00
College of Pharmacy .....	4,540 00
*College of Agriculture and Experiment Station....	19,000 00
Superintendent of Farmers' Institutes .....	2,000 00
Washburn Observatory .....	5,200 00
Total.....	\$166,806 66

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\*At the meeting of the Executive Committee December 3d, the salaries of instructors in the Agricultural College were increased \$1,100.

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*The University.*


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Below is given an outline of the sources of income to the university and the general purposes to which it has been appropriated.

## BUDGET.

October 1, 1894, to September 30th, 1895.

*Estimate of Income.*

University Fund Income.....	\$15,700 00
Agricultural College Fund Income.....	17,200 00
One-eighth of a mill tax .....	75,000 00
Supplementary Morrill grant .....	21,000 00
State appropriation for agricultural institutes.....	12,000 00
State appropriation for Washburn Observatory.....	3,000 00
State appropriation of one per cent. railroad tax.....	10,000 00
Appropriation by Hatch Bill to Experiment Station.....	15,000 00
One-tenth mill tax for new buildings, etc.....	60,000 00
Students' fees, college letters and science.....	21,000 00
College of Law fees.....	10,500 00
Farm sales .....	10,000 00
Time service .....	700 00
Material sold, work done, rents, etc.....	525 00
Agricultural Institute Bulletin .....	750 00
State appropriation for 1893 .....	40,000 00
Treasury suits .....	52,000 00
<b>Total .....</b>	<b>\$364,375 00</b>

## Appropriated to:

1. College of Letters and Science .....	\$159,421 30	
2. College of Agriculture .....	63,549 99	
3. College of Engineering .....	24,133 33	
4. Washburn Observatory .....	6,200 00	
5. College of Law .....	10,500 00	
6. School of Pharmacy .....	7,500 00	
7. Building fund .....	60,000 00	
8. From Treasury suits (part) .....	30,970 33	\$364,375 00

It would seem that item 8 should read "balance" as it is intended for an expenditure and is included above as income.

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*The Library.*

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## LIBRARY AND LIBRARY HALL.

Report of sub-committee of the Board of Visitors on Library, Library Hall, and the relations of the State Historical Library to the University.

The rapidly growing library of the university is occupying quarters already far too small for its proper administration, and it is plain to be seen that with the accessions of another year or two, the officers in charge will find it impracticable even to display the books. It is impossible for the university to attain its highest measure of usefulness in the educational system of the state without a suitable library, housed in an adequate building, and conveniently situated for the use of the faculty and students. Carlyle has said, "The true university of our day is a collection of books," and to the truth of this dictum everyone familiar with the conduct of any modern institution of advanced learning will eagerly testify. That the university of Wisconsin has already achieved much success is largely attributable, we feel convinced, to the presence in Madison of the deservedly famous library of the State Historical Society of Wisconsin, now numbering some 170,000 volumes. This library, whose growth has more than kept pace with the growth of the university, has always been open, free, and under most liberal rules to both students and professors; indeed, the last Annual Report of the society shows that upon an average, somewhat over ninety per cent. of the users of the society library each year are university people.

An inspection of the library of the society in the state capitol, and an examination of its recent annual reports, convince the committee that it, too, is as claimed by its officers, sadly in need of enlarged quarters. It has not actual space for the accessions of over four or five years more at the utmost, and is already much too cramped for the proper accommodation of its daily crowd of readers—one hundred persons, and over, often being almost literally packed in its reading rooms and alcoves. It appears that the rooms in the capitol occupied by the society

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*The University.*

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are greatly needed by the state government, for legislative and administrative purposes. Again, grave doubts are entertained by architectural experts as to the structural safeness of that wing of the capitol under the enormous and rapidly increasing weight of the library. The society also strongly urges, and we think with propriety, that there is grave danger from fire, in the present quarters, and that it is bad business policy, any farther than need be, to subject this enormous collection—having an undoubted market value of nearly if not quite a million dollars, but in reality priceless—to the many hazards which now surround it.

The State Historical Society, by statute, holds all of its property in sacred trust for the state. It is the incorporated trustee of the state and in no sense a private institution; its collections are the priceless possessions of the whole people. It is conceded that it is the duty of the commonwealth properly to house these collections. Bills having this object in view have been before the legislature, during the past three sessions, and appear to be growing in favor—questions of financial expediency alone being urged against them.

Thus both the society and university libraries are in imperative need of new buildings. Both are the property of the state, and it is eminently proper that the state should meet their needs. Ninety per cent. of the users of the society library are connected with the state university; it is, and always has been, while a distinct institution, an important factor in the growth of the university, and in the advertisements of the latter the free use of the library has ever been urged as one of the chief attractions to intending students. But while the State Historical Library will always be largely used by university students, particularly by graduate students, and others engaged in advanced work, not strictly scientific, it is true that this literary storehouse is used by less than one-third of the entire body of students. It is a mile away from the campus, and the two-thirds lack either time or inclination to travel this mile. It is

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*The Library.*

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the experience of all colleges that the greater part of the library reading done by students is done in those occasional hours and half hours between classes and lectures, which now are often wasted by the students of the university because the principal library is too far removed from them.

The proposed placing of the university and the society library under one roof is, it appears to us, the only advisable solution of the problem. The society library should go where it would meet the convenience of ninety per cent. of its readers—a percentage that would be largely increased, by the way, were its library more convenient to the university, for the number of its university readers would at once be trebled. It is not likely that the state will ever consent to purchase a suitable site down town, at a cost of upwards of \$50,000; while by an arrangement entered into a year and a half ago, between the regents and the society, six lots are offered free, upon the lower campus. A union of the two libraries under one roof—with, however, distinct ownership as at present—would be an eminently desirable arrangement for all concerned.

(a) First, there is the greatest good to the greatest number.

(b) Were the libraries in immediate proximity, with one common reading room, duplication of books would be avoided. At present, in the effort of each to keep up a general reference library, an expensive duplication is constantly going on; thus is the money of the state frittered away to keep up two collections that are designed for practically the same constituency.

(c) The Wisconsin Academy of Sciences, Arts and Letters, at present inadequately housed in the capitol, has voted to remove its excellent but now almost inaccessible library—a strong and rapidly growing collection of scientific periodicals and transactions—to the joint building if the latter is erected. Were all three reference libraries under the same roof, so that investigators could easily pass from one to the other, each could be built up on its own special lines—to the academy could be left the collection of scientific periodicals and transactions, a work

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*The University.*

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for which it is at present well equipped; the university could use its purchasing fund in the fields of literature and general science, while the historical library could devote itself exclusively to the department of history, in which it has already made its reputation. Near by, in the law school building, is the new school of economics, history and social science, with its own special library which in time might profitably be moved to the new building. With all these special libraries, each intelligently and separately administered within one building, the combination would without doubt be the grandest collection of reference books west of the Alleghany mountains, reflecting credit upon all the institutions, and upon none more than upon the Historical Society itself under whose expert general directorship they no doubt all would be placed.

(d) The Historical Museum and Portrait Gallery is an important adjunct to the State Historical Library. The 50,000 or more persons who now annually visit the former, in the capitol, would find, upon reaching the proposed new site, that they were in immediate reach of the finely equipped geological and natural history museums in science hall, the university buildings themselves, and the experimental farm—in fact, nearly every point of interest under state support, being in a convenient group.

(e) The relatively small number of users of the state historical society library, outside of university circles, could easily be accommodated upon the excellent electric-car line, by which the lower campus is reached from the capitol in an average of four minutes.

(Signed)

CHAS. E. DYER.  
LUCIUS FAIRCHILD.  
T. M. BLACKSTOCK.

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*Summer Schools.*

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**SUMMER SCHOOL.**

Hon. O. E. Wells, State Superintendent.

Sir:—I give herewith the report of the Wisconsin Summer School for the years 1893 and 1894.

In 1893 no session of the school was held, as the Regents believed that the presence of the World's Fair so near Madison would prevent an attendance sufficient to warrant holding the session.

This interruption of the School, although necessary, caused the attendance in 1894 to be somewhat smaller than in 1892. There were registered 151 students, of whom one withdrew on account of illness immediately after entering. Of the 150 remaining 11 were from other states than Wisconsin.

The teachers and their departments were as follows:

JOHN W. STEARNS, LL.D., Professor of Philosophy and Pedagogy, University of Wisconsin, President of School—Psychology and Pedagogy.

CHARLES R. BARNES, PH.D., Professor of Botany, University of Wisconsin—Botany.

EDWARD A. BIRGE, PH.D., Professor of Zoology, University of Wisconsin—Physiology and Zoology.

W. W. DANIELLS, M.S., Professor of Chemistry, University of Wisconsin—Chemistry.

EDWARD E. HALP, JR., PH.D., Professor of English Literature, State University of Iowa—English Literature.

WILLIAM S. MILLER, M.D., Instructor in Vertebrate Anatomy, University of Wisconsin—Histology, and Assistant in Biology.

W. H. ROSENSTENGEL, A.M., Professor of German Language and Literature, University of Wisconsin—German.

WILLIAM A. SCOTT, PH.D., Associate Professor of Political Economy, University of Wisconsin—Political Economy.

CHARLES S. SLICHTER, M.S., Professor of Applied Mathematics, University of Wisconsin—Mathematics.

BENJAMIN F. SNOW, PH.D., Professor of Physics, University of Wisconsin—Physics.

HIRAM A. SOBER, A.B., Instructor in Latin, University of Wisconsin—Latin.

FREDERICK J. TURNER, PH.D., Professor of American History, University of Wisconsin—History.

A. T. LINCOLN, Assistant in Chemistry.

L. W. AUSTIN, PH.D., Assistant in Physics.



*Summer School.*

There were given 31 courses of study in the different departments. The attendance was largest in mathematics. That of other departments naturally varied with the number of courses offered and the number of teachers to which the subject appealed; but all courses offered were well supported by the students.

Two important changes were made in the program for the present year:

1. The languages, Latin and German, were added to the courses of study as was also political economy. The program now covers all the leading subjects taught in our high schools except physical geography. For that science we were not fortunate enough to secure a teacher.

2. Several courses of University Extension lectures were given: In aesthetics by Prof. Stearns; in economics by Prof. Scott; in history by Prof. Turner, and in bacteriology by Prof. Birge. These courses were open to all students, were given at such hours as not to conflict with other recitations and were well attended.

The income of the School was as follows:

Balance from 1892.....	\$440 94
State appropriation .....	1,000 00
Students' fees .....	1,548 00

The income from fees was largely increased by adding \$5 to each fee, making a charge of \$10 to residents of the state and \$15 to non-residents. There were 139 residents, 10 non-residents, and one person, who entered the School in the last week and paid a reduced fee.

The expenditures were as follows:

Printing, postage and advertising.....	\$90 12
Laboratory supplies and similar expenses .....	38 60
Salaries of teachers .....	2,134 41
Fees returned on account of leaving school.....	10 00
Total.....	\$2,273 13
Balance to 1895.....	\$715 81

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*Schools for Deaf Mutes.*

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The School may be developed next year in various directions: 1. The department of geography ought to be filled and the subject vigorously presented to the teachers. 2. A course in geology would probably be attended by several students, although not by a large number. During the past year there was a private class of about 8 students preparing for the teachers' examination. It is perhaps doubtful whether the use made of geology in the schools of the state warrants its introduction, unless as subsidiary to geography. 3. The teaching of English in the high schools is now under consideration and criticism. Perhaps the School might be able to aid in developing the teaching of this subject. 4. The question should be considered, whether the School can aid the teachers of the common schools, especially in the direction of nature study.

The amount of money at the command of the School will not permit movement in all of these directions—and others could easily be specified—but some enlargement can be made. Three new subjects were added in '94, one or perhaps two can be added in '95.

Respectfully submitted,  
E. A. BIRGE,  
Secretary.

#### SCHOOLS FOR DEAF MUTES.

The legislature of 1885 authorized the state superintendent, by and with the consent of the board of control, to grant permission to cities and incorporated villages to establish schools for the instruction of deaf mutes, whenever application for such permission was made to him by the proper officers. The same act provided for the payment out of the state treasury to the cities and villages maintaining such schools one hundred dollars for each pupil that had been instructed for a period of nine months during the year preceding the payment, and a propor-

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*Schools for the Deaf.*

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tionate sum for a shorter term. The legislature of 1893 increased the amount to be thus paid to one hundred and twenty-five dollars. This legislation evidently leaves something to the discretion of the superintendent concerning the need and advisability of establishing these schools in the several communities asking for them; but he has never hesitated to grant the permission sought whenever the application has received the approval of the board of supervision. Still it has been intimated that the present incumbent has shown less enthusiasm in the maintenance and multiplication of these schools than was thought desirable by communities having or seeking them. The suggestion may be well founded. But it should be remembered that in all propositions looking to the local expenditure of public money the lines that separate private interests from public good are easily obliterated. That to secure the expenditure of state money in one's own neighborhood is thought so laudable that the necessity of returning a corresponding benefit to the state is often little heeded.

Long ago the state made provision for the care and culture of this class of its unfortunate children in an institution whose purpose was and is, while giving them the requisite mental training, to surround them with elevating and refining influences. The reports of its chosen guardians that come up to the state department, year after year, testify to its fidelity in the fulfillment of its mission. So far as I know its conduct and management under the supervision of its present superintendent, have never been tainted by corruption or impurity. The influences that make for good, for the upbuilding of noble character, predominate and they are continuous during nine months of the year.

Every teacher knows how quickly the impressions of the schoolroom may be dissipated by the street. It is notorious that a very large number of deaf mutes are unfortunate in their home surroundings and in their inherited tendencies as well as in physical malformation. To transplant such children and

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*Dictionaries.*

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for several years to a well managed home whose influences tend steadily toward elevation of character is the best boon that the state can give. Such a home has more power to train for good citizenship, and for good manhood and good womanhood than the day schools have, whose pupils are under the influence of the school but six hours of five days in a week, and are impressed by the life of the street and of wretched homes during the remaining time. Some of them have good homes and their parents object to the separation involved in sending them to the state school, but the home ties are severed when they send their talking children to the college or the university.

The state makes no such provision for the education of its blind children in the communities where they live. It gathers them into an institution that is better supplied with the appliances for effective work than the state could afford to furnish to each of a multitude of schools scattered throughout its borders. It is difficult to see why the argument for the maintenance of local schools for deaf mutes is not equally applicable to the provision which the state has made for the blind, or may make for the feeble minded. The building up of these local schools tends to weaken and finally to destroy institutions that the state has reared at great cost, and with infinite care.

I know nothing in the character or conduct of these institutions to indicate that considerations of public good require the state to change its methods in the treatment of its unfortunate children. I have not sought to evade the law or to retard its execution, but I doubt the wisdom of the scheme.

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WEBSTER'S INTERNATIONAL DICTIONARY.

During the biennial period ending September 30, 1894, five hundred fifty-two copies of Webster's International Dictionaries were purchased and furnished free to schools, as provided for by section 509, R. S. By authority of this section four hundred

*Codes and Fees.*

eighty copies were sold to districts. The certified applications of school officers for these dictionaries are on file in this office. In accordance with an established custom one hundred fifty-eight copies were sold to members of the legislature and to employes of the state. The table below gives the number of dictionaries disposed of for each quarter of the biennial period.

	FREE.	SOLD.			
		To Schools.		To Individuals and State.	
		Plain.	Indexed	Plain.	Indexed
Quarter ending Dec. 31, 1892 . . . . .	114	113	9	2	14
Quarter ending March 31, 1893 . . . . .	71	37	1	5	49
Quarter ending June 30, 1893 . . . . .	50	29	9	1	37
Quarter ending September 30, 1893 . . . . .	44	31	5	4	9
Total for 1893 . . . . .	279	213	24	12	109
Quarter ending Dec. 31, 1893 . . . . .	157	91	6	8	15
Quarter ending Mar. 31, 1894 . . . . .	48	63	4	0	6
Quarter ending June 30, 1894 . . . . .	11	27	2	1	0
Quarter ending Sept. 30, 1894 . . . . .	57	26	24	4	3
Total for 1894 . . . . .	273	207	36	13	24

## SALE OF SCHOOL CODES.

During the last two years, school codes were sold to individuals, not school officers, at twenty-five cents a copy. The amount received from this source is \$43.79, which has been turned into the state treasury, and receipts for the same are on file in this office.

## SALE OF COPIES OF RECORDS.

Under section 166, R. S., copies of records were sold to individuals and the proceeds amounting to \$259.21 have been turned into the state treasury and a receipt taken for it. These records included lists of district clerks, town clerks, etc.

*School Funds.*

The following table shows the amount of the permanent school funds, their increase during the last two years and the income derived from them. Fifty thousand dollars is appropriated annually under section 491, a, b, R. S., for the support of free high schools. Detailed statements of the finances of the normal schools are given on page 5 and of the university on pages 6 and 97—100. They also receive special appropriation from the legislature.

The amount of the common-school fund .....	\$3,430,473 98
The amount of the university fund. ....	230,445 65
The amount of the agricultural college fund....	302,339 79
The amount of the normal-school fund. ....	<u>1,835,999 26</u>
The amount of common-school fund available for investment.....	\$1,751,784 59
The amount represented by certificates of indebtedness* .....	1,563,700 00
The amount of the university fund available for investment....	108,632 65
The amount of the university fund represented by certificates of indebtedness .....	111,000 00
The amount of the normal school fund available for investment.....	1,310,101 76
The amount of the normal-school fund represented by certificates of indebtedness ....	<u>515,770 60</u>
The amount of increase of the common-school fund, for the biennial period ending September 30, 1894. ....	\$60,159 35
The amount of increase of the college fund, for the biennial period ending September 30, 1894 .....	121 3
The amount of increase of the university fund, for the biennial period ending September 30, 1894 .....	454 56
The amount of increase of the normal-school fund, for the biennial period ending September 30, 1894. ....	<u>49,796 34</u>
The amount of income from the investments of the common-school funds, for the biennial period ending June 3, 1894. ....	\$173,832 77
Amount received from the interest on certificates of indebtedness for the same period .....	218,918 00
Amount received from the one-mill state tax. ....	1,308,000 00
Amount received from deposits of fund with state banks.....	<u>12,338 07</u>
Total income for common schools .....	<u>\$1,712,988 84</u>

\* Certificates of indebtedness are the written evidence of the state debt to the several school funds. They bear interest at the rate of seven per cent., which is raised by annual tax levy upon the property of the state.

*School Funds.*


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The amount of income from the investments of the university fund . . . .	\$12,229 04
The amount received from interest on certificates of indebtedness to this fund . . . . .	15,540 00
The amount received from the one-tenth and one eighth mill taxes . . . . .	294,300 00
The amount received from interest on deposits of the fund in state banks . . .	2,437 09
The amount received from judgments against state ex-treasurers . . . . .	41,986 83
<b>Total . . . . .</b>	<b>\$368,442 45</b>
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The amount of income from the investments of the normal-school funds . . .	\$127,882 83
The amount of income from interest on certificates of indebtedness . . . . .	72,198 00
The amount received from mill taxes, transferred from general fund . . . . .	32,700 00
The amount received from interest on deposits in state banks . . . . .	7,384 33
The amount received from ex-treasurers . . . . .	47,785 20
<b>Total . . . . .</b>	<b>\$287,980 35</b>
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Agricultural college income investments . . . . .	\$26,177 51
Agricultural college income interest certificates of indebtedness . . . . .	8,484 00
Agricultural college income bank deposits . . . . .	278 45
Agricultural college income ex-treasury judgments . . . . .	10,278 48
<b>Total . . . . .</b>	<b>\$45,218 44</b>

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*Reports of County Superintendents.*

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## REPORTS OF COUNTY SUPERINTENDENTS.

NOTE.—However desirable it might have been, it was found impossible to print these reports entire. Space required that they should be cut down, even though much of the matter thus eliminated was worthy of presentation.

## BARRON COUNTY.

## TO THE STATE SUPERINTENDENT:

The public sentiment in this county is growing more and more favorable toward schools and teachers. More intelligent interest has been shown by both parents and teachers during this year than ever before. Five new schoolhouses have been built, and they are all good comfortable buildings. There are only about half a dozen districts that need new schoolhouses, and some of these will be built next year. About 25 per cent. of our schools still have the old seats and desks but they are rapidly being replaced by patent seats. Strenuous efforts have been made to introduce the manual into every school. These efforts have partly been successful, and many of our boards have adopted it, while all our enterprising teachers are using it. I have based my theory and art examinations on it, and in this way have induced its study. A class of thirty finished the common school course and received their diplomas in June. Next year there will be about double that number. The manual has had a good influence on our county pupils as well as teachers, and this influence is growing stronger.

Arbor Day has also done its good work in our county. Seventy-five or more of our schools observed it in a practical way; and last spring the improvement on the grounds, fences, and even the interior of the school buildings, was marked. The observance of that day has more than repaid us.

Our four high schools graduated a class of fourteen this year; ten from the four year courses, and four from the three year courses.

In regard to the township library law, my report is not encouraging. Those towns that withheld money last year, have purchased suitable books. Before this, so many unsuitable books were purchased, that little or no benefit was derived from them, and those towns, realizing this, refused to withhold the money again. Where the books are suitable, the people of the districts as well as the pupils, express themselves as pleased with the libraries, and wish them enlarged. Were that word "may" changed to "must" in the library law, I believe it would be of more service; for you can not convince town treasurers that it does mean this. I am anxious to make the township libraries more of a success in this county. I have endeavored to secure the co-operation of the teachers in this work, for I believe when the demand for these libraries becomes



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*Reports of County Superintendents.*

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greater on the part of the pupils, they will be more widely established; and if the pupils are to read, the teachers must lead them in this.

The character of our instruction is improving, though by no means what it should be. We have never had so many able men and women among our corps of teachers as we have today.

Sincerely,

DORA M. RISER.

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## BAYFIELD COUNTY.

### TO THE STATE SUPERINTENDENT:

We have in this county five towns which are divided into nineteen school districts, containing twenty-five schoolhouses and employing forty-six teachers. There are eighteen schools of one department, three of two departments, and four of more than two. During the year four new buildings have been erected, one in the town of Washburn, being a brown-stone structure valued at fifty thousand dollars. Nearly all school and out-houses are in excellent condition, and every district has a good supply of apparatus.

Almost one-half of our teachers last year held something better than third grade certificates, either state, first or second grade. A few limited certificates were issued to teachers of small schools eight to twelve miles from any town, in such places as offer but little opportunity (except walking) to attend teachers' institutes and associations.

Owing to the change of teachers and the uncertain period of residence of parents in the rural and lumbering districts, less progress can be made in conforming to the course of study for common schools than is desired. Good work has, however, been done in some districts. The spring of 1892 witnessed the graduation of two pupils; in 1893 we had three, and out of seventeen applicants last spring, eleven were successful, four different schools being represented. Public exercises were held at each place, as the conditions here make union exercises impossible, most of the citizens attending and manifesting a deep interest. Having an objective point in view has kept several pupils in school longer than they would otherwise have been, and has encouraged a few to enter high schools.

Three out of the five towns have the township libraries and two of these have faithfully carried out the plan of re-distribution. One town which is all in one district has an excellent district library; the other, consisting of two districts, has a good town library which is well used by one school.

A county teachers' association was organized December 2, 1893. The pupils of our high schools and a few citizens in addition to teachers, are members of the association, and furnish part of the programs by presenting papers and assisting in the discussions. The association has proved another means of bringing school work before the public, and the interest which has been manifested is hopeful. The discouraging feature is the fact that our schools are scattered over a large territory, so that it is impossible for a majority of the teachers in the backwoods, those who need the most help and encouragement, to attend the meetings. The annual institute, however, finds nearly all in attendance, so that a limited acquaintance is kept up between the teachers of the county.

Washburn, Aug. 20, 1894.

MARY A. NELSON,  
*County Superintendent.*

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*Reports of County Superintendents.*

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## BUFFALO COUNTY.

## TO THE STATE SUPERINTENDENT:

While there is a manifest tendency to maintain school for a longer period during the year, the arrangement of the school terms, is, in a number of districts, decidedly impractical.

To reduce the winter term to three or four months, in order to maintain a fall and spring term, seems poor policy. Strong and progressive schools are scarcely ever found where such an arrangement prevails. The reason for this is obvious.

Being deprived of the opportunity of attending during the summer and fall, boys and girls of fourteen years of age and over, seem unwilling to avail themselves of the few months in winter only. In my opinion, this arrangement tends to eliminate from our country schools, a class of pupils to whom attendance at school would be most profitable, and without whom, the work necessarily remains inferior in grade.

The schoolhouses in this county are fairly comfortable, and as a rule, well furnished. Nor is there a lack of the necessary apparatus. Out-houses are generally provided. Some of them, however, afford a sorry contrast with the rather inviting appearance of the schoolhouse and site. The want of urinals in the boys' apartments, as well as lack of supervision, are the main causes for the indecent condition of many of our outhouses. I have frequently called the attention of teachers and school boards to the necessity of making more suitable provisions and as a result am able to report, at least, some improvement in the matter.

According to the town clerks' reports, 46 schools are organized under the "course of study," which is an increase of two, over the number reported last year. Thirty-three pupils, belonging to seventeen different schools, were granted common school diplomas at the close of the winter term. Printed questions together with instructions for conducting the examination were sent in sealed envelopes to those who reported candidates for examination. The plan of holding these examinations in the school where pupils attend—conducted by the teacher occasionally assisted by members of the board—doubtless has some advantages. Beyond creating a local interest, however, the plan does not seem to commend itself. This is due to the fact that some teachers utterly fail to interpret the purpose of these examinations. Actuated by a desire to please their pupils and patrons, and not uninfluenced by desire to make a good showing, the examination falls short of what it purports to be. In all probability, the best plan is, to hold examinations at some point in each town, by the superintendent in person, or by some one appointed by him for the purpose.

Eleven of the seventeen towns of this county, have purchased books under the town library law. The total number of volumes now on hand, is 1,316, being an increase of 214 over the number reported last year.

As a rule teachers make good use of the books, many of them being unwilling to limit their work, especially in reading, to the narrow confines of the every day text-book. I met teachers, who in preference to getting along without library books, procured a number themselves and placed them at the disposal of their pupils.

Local teachers' meetings were held at two points in the county during the past winter. A two days' county meeting was held at Mountain City in February. Although teachers' meetings, institutes, and summer schools are helpful agencies and exert some influence upon the character of the instruction in our district schools, yet I fail to note any rapid progress along that line. The difficulty arises from the fact that under

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*Reports of County Superintendents.*

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present conditions, too many young and inexperienced teachers are given employment in our public schools. In my opinion teachers would readily respond to the demand for better work, if district boards would appreciate it in a practical manner. But so long as capable workers are continually supplanted by the weak and inexperienced, a change for the better can hardly be expected.

GEORGE SCHMIDT,  
*Superintendent.*

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DOOR COUNTY.

TO THE STATE SUPERINTENDENT:

Sir—The following is what I should be pleased to have you accept as my special report from Door county:

In this county, with the exception of the ever present and very numerous "kicker," public sentiment runs high in favor of long terms, liberal appropriations, good salaries to good teachers, regular attendance of pupils, and prompt attention to the duties of the school by both teachers and pupils. There are many who know of the institute, the teachers' meeting, and the summer school; and inquire, "was our teacher there?" There are many who ask not where can we get a cheap teacher, but who will give us a good school. Teachers holding second and first grade certificates are in demand, that is, those who are active in teachers' meetings.

The condition of schoolhouses has, for the last few years, received much attention; and we now have but few "ought-to-be-condemned" schoolhouses left and in use. The matter of proper ventilation and proper heating is beginning to receive some attention.

On the condition of outhouses, I can not boast. In some localities it seems that special effort is made to keep those necessities in as filthy a condition as possible, while in other localities they are kept in fair order. I have expended much energy in trying to remedy this matter but without much success. Sometimes when things became unbearable, the school board was instructed to tear away the old buildings and put new ones in their places; but as the new buildings would not keep themselves clean, they, too, were soon in a filthy condition. Finally I noticed that one of our teachers was of a very orderly disposition. I noticed, that, whenever I took a book from his shelves and left it upon the desk, he immediately picked it up, and put it in its place upon the shelf. The floor was always swept, and every thing was kept in its proper order and place. I mentioned the condition of the outhouses to him, and he had already noticed them, but had made no especial effort for the better, but without my suggesting it, promised that I would find things in better condition when I came again, and improvements were made at once. The board was not notified, but the work was done by the pupils. Seeing how much might be accomplished in this direction, Mr. Russell last winter, in another school, took another step in advance. After seeing to it that the buildings were in as good condition as they could very well be placed (they were poor, old, and built of rough lumber), he put a broom in each, and told the pupils that they would be expected to keep the buildings in order, and report to him any thing disorderly or uncleanly, asked for volunteers to help him carry out his plan and, of course, the whole school volunteered. Next a roll of toilet paper was placed in each; and the pupils were told that what was furnished for

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*Reports of County Superintendents.*

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their use was to be used, but not wasted. He did not tell them that public buildings should not be mutilated, because punishment would follow; but the schoolhouse and outbuilding were theirs, and they ought to take pride in keeping them in the very best condition. I visited the buildings twice during the year, and both times I found them clean and nicely trimmed with cedar boughs, and according to the report of the teacher, the children were not wasteful. It may be said that these results might be reached in certain districts but not in all. Mr. Russell accomplished all he undertook in three different schools, and with very different children.

I believe in this as in all other reforms in our schools, reform must go from superintendent to teacher and from teacher to the community.

The order of the State Superintendent to free high schools, that if those places were not placed in good condition their share of state help would be withheld, can do but little good unless there is a desire on the part of teacher and pupil to *keep* them in order.

All our schools are working under the graded course. Teachers are instructed in the use of the Manual and they make very good use of it. The Manual, one or two good educational journals, White's Pedagogy, and Swett's Methods are found on nearly every teacher's desk. Much good has been accomplished in our teachers' meetings. These are in every sense teachers' meetings, the meeting is theirs and not the superintendent's. The teachers are expected to carry out a regular program and to make the meeting helpful to one another. The superintendent shows his interest in the work by being present and helping in whatever way he can.

The town district libraries are well patronized in those districts where the teacher takes the proper interest in reading. In most of the schools the pupils do much reading; in some, however, the books are so many useless things. But each year adds to the list of reading schools.

When every teacher makes a demand for a good library, I have no doubt but it will be supplied. Our teachers are rapidly reaching that point, and the library will soon be looked upon as a necessity and will be found in every schoolroom.

Respectfully submitted,  
W. L. DAMKOEHLER,  
County Superintendent of Schools.

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DOUGLAS COUNTY.

HON. O. E. WELLS,

*Dear Sir:*—The year ending June 30th, 1894, witnessed a steady growth and general improvement in the schools of this county. The schoolhouses afford ample accommodations for the children who attend them. All are furnished with patent seats and most of them have been built with reference to good sanitary conditions and the convenience of the public. Each school has a set of wall maps, a reading chart, globe and free text-books. All but two schools have been provided with slate-stone blackboards, and about one-half have physiological charts.

Twenty-six schools were maintained, an increase of five over the previous year.

Thirty-six certificates were granted, seven of which were of the second and twenty-nine of the third grade. No limited certificates were issued.

All of the schools are organized under the Course of Study. Three

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pupils—the first in the county—completed the course and received the common school diploma last June.

The schools of this county—with the exception of one town—are organized under the township system. As it works here, this is vastly preferable to the independent district system. Schools are maintained at less expense, are in every way more nearly uniform throughout a town, and the superintendent—working through a smaller number of school boards—can do much more efficient work. Another advantage that results from this system is the greater length of time that teachers remain in the same place. Teachers are hired for the school year and frequently stay two or three years in the same school.

All of the towns in the county have taken advantage of the library law and in every town there is the beginning of a school library. The results have been very gratifying. Everywhere the books have been eagerly read both by parents and children. The books have been selected from the lists furnished by the department and prove to have been wisely recommended.

Though no aid was received from the state, a very profitable two days' institute was held in February that was attended by all but two of the teachers in the county.

Very respectfully,

G. G. WILLIAMS.

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### FOND DU LAC COUNTY.

There is a healthy educational sentiment in this county at present, and interest in public education is steadily increasing. If there is any one thing that has created an impetus and desire for higher educational attainments, it is the subject of graduation from the common schools. During the present term, the number of graduates in 1893, was 45; and for the present year 153; making a total of 197 for the term.

The length of terms varies with the sentiment of the patrons. While our villages and the more prominent rural communities maintain from eight to ten months of school, other communities are content with six months, or rather fix it at the legal limit. In rural districts, the larger boys and girls only attend during the mid winter term.

Appropriations differ very widely. A few districts never raise a dollar by direct taxation; still the funds on hand are large on account of the enormous school population. On the other hand, some districts are always in debt, and never try to have money enough on hand to pay their debts promptly.

The improvement in the general condition of school buildings has been marked during the past two years. The village of Rosendale has just finished a \$5,500 building; and with the opening of the school year they expect to have their school placed upon the free high school list, making the sixth in the county. Brandon contemplates the erection of a new school building to be finished in 1896, at a cost of \$11,000; while Campbellsport has just appropriated \$1,000 for a new graded school building.

The introduction of the course of study has done much to unify the work of the school room. Nearly all of our teachers are familiar with the manual, and grade their schools upon that basis. The growing sentiment among our teachers and patrons, in favor of the graded system of school work, is largely due to the continued and untiring efforts of some of my predecessors, our institute conductors, and our leading educators.

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The teachers' meetings have been revived during the present term and teachers are beginning to realize the benefits obtained. The whole number held in this county since January, 1893, is seventeen, and all but one were conducted under my supervision. Our leading educators and teachers have co-operated with me in making these gatherings a success. Several of our leading educators from Milwaukee and Oshkosh have been selected at various times to contribute to our program, and our teachers have usually contributed toward paying the expenses of these gentlemen. The normal extension work was taken up by a goodly number of our teachers last year, and it is encouraging to note that many of these are now contemplating taking a course of instruction at our normal schools.

The Wisconsin Reading Circle work has been taken up in this county and I am pleased to note that nearly one-half of our teachers have vigorously pursued the course outlined and all are loud in their praise of the benefits received from a systematic course of reading.

In addition to the foregoing, we have also organized a Teachers' Summer Normal School. The branches taught are all those required for county certificates. The attendance has been remarkable, and the results are plainly shown by the desire on the part of the teachers to hold a higher grade of certificate.

#### TOWNSHIP LIBRARIES.

The township library is the only topic in which, I regret to say, our growth has been slow. In January, 1893, only three of the twenty-one towns of this county had libraries. At present there are six towns which have made the venture; but it has only been accomplished by untiring exertions to work up a better public sentiment for a higher grade of literature. From my observation in the schoolroom, I have found that the pupils who have access to the libraries are more intelligent readers, and that these towns also furnish a larger quota of common school graduates.

Respectfully,

W. H. FERBER,  
*Superintendent.*

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#### GRANT COUNTY.

HON. O. E. WELLS, STATE SUPERINTENDENT.

*Dear Sir:* Under cover of another date I send you my annual report. You will observe a slight increase in the number of children of school age. This is an encouraging feature as year by year these reports have recorded a falling off. Many districts have taken steps toward adopting text-books, and especial attention has been given to this subject at my office. Considerable work has been done by the teachers in grading their schools according to the Manual and more would be done were it not for the continual change of teachers, and the lack of a suitable school register. I have tried to secure the use of Harvey's Register, but as any register is allowed, the cheapest is often bought, and but little is recorded except the names and ages of the students, and record of attendance. The records of district clerks are often carelessly kept, and when new clerks are elected their reports are necessarily incomplete. From this fact we rarely get correct reports on certain topics, such as schools graded according to the course of study, districts that

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have adopted a set of text-books, volumes in library, and many other items which would give the clerk trouble to get. There are in the county more than three hundred and fifty qualified teachers while only two hundred and eighty are needed to fill all positions in the public schools. The standard of qualification is as high as it can consistently be held. The cause of the large amount of teachers in the county lies in the fact that there are twelve high schools and a normal school in this county and each is furnishing teachers in its graduates and undergraduates.

The result is much competition, low wages. District officers are inclined to hire the cheaper and less competent teachers. Nearly all the country schoolhouses lack ventilating arrangements, having been built without reference to light, pure air, or heating conveniences, but for mere seating capacity. Houses now building are better in this respect, both in architecture and conveniences.

I have but little encouragement in the matter of the town library. But two towns in the county withheld public money for that purpose. So long as the town treasurers regard the law as optional, no matter what the needs existing, but little change will be made. Jamestown has for town clerk a *teacher*, one who knows the needs of the schools, and knows how to do his part of the work, consequently, Jamestown withholds money each year and applies it to the proper purpose. I have during the past year hired a clerk to do much of my office work and have spent more time in holding teachers' meetings and in visiting schools. I have thus come in contact with patrons and teachers and can readily see the results in greater interest and increased efficiency in school work. I note that especially in the graded schools there is an increased tendency to permanency in the teacher's position, but in the country districts but little change. Some improvement is seen in grading the country school and I regard this to the insistent use of the Manual as a basis for work. I am especially pleased to receive supplies of the revised edition, and wish to increase the demand for it and its use in the public schools.

CHAS. H. NYE,  
*Superintendent of Schools.*

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## GREEN COUNTY.

### TO THE STATE SUPERINTENDENT:

The necessity of a good common school education is generally acknowledged. Statistics show, however, that there are several hundred children in the county, between the ages of 7 and 13, who have not attended school twelve weeks or more during the year. Statistics, in this particular, are singularly unreliable, but it is fair to assume that there are in the neighborhood of one hundred children between these ages who have not been enrolled.

The grading of our country schools according to the course of study has resulted in more systematic and effective instruction. All teachers now take the manual as a guide in organizing and conducting their schools. The fact that 75 pupils from 36 different schools have graduated during the past year speaks well for the common schools of Green county.

During the past year eight sectional teachers' meetings, besides the two meetings of the county association have been held. I have also held a series of nine meetings with school officers for the discussion of the text-book question, the teacher's tenure of office, the township library law, and other matters pertaining to the application of the school law and the offi-

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cial management of our schools. These meetings were held with some gratifying results, though the attendance at some places was very small.

The township library law experiences considerable opposition in this county, principally due to mistakes made in the selection of books and the management of these libraries in townships which gave this law an early trial.

Written work in our country schools has been made more effective by requiring the preservation and submission to my inspection of all such work not purely mechanical. Uniform paper is furnished for this purpose from my office.

An educational department has been added to our county fair.

JOHN ZIMMERMAN,  
*Superintendent of Schools.*

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## IRON COUNTY.

TO THE STATE SUPERINTENDENT—

*Dear Sir:*—In answer to your request for a special report I forward the following brief account of my supervision of the schools of Iron county:

Only a comparatively small portion of the county being populated, the schools, of which there are twelve, are close together, thus making supervision easy and simplifying the conditions for teachers' meetings.

Iron county contains one free high school, with a corps of seven teachers. The whole number of teachers engaged is twenty-three, all of the schools with the exception of the Hurley High being district schools. A new school district has been recently organized at Mercer, in the town of Vaughn, where a schoolhouse is in course of construction.

During the last year an organization known as the Iron County Teachers' Association was organized, the first of the kind in this county. Most of the teachers were active members. They were organized into three divisions which held separate meetings at convenient points every two weeks. The three divisions met every six weeks in Hurley at "union" meetings. Leading educational topics were discussed, methods, school management, and the various studies of the different grades were the absorbing topics, which created a surprising amount of enthusiasm among the teachers. The association received much encouragement from school boards and patrons.

Township libraries are established in all the towns this year for the first time, the treasurers having agreed to withhold the money for that purpose, and though the amount this year is necessarily small, each town will have sufficient to form a nucleus which will in the course of a few years grow into substantial libraries.

Arbor day was observed in many of the schools by appropriate exercises. I sent an outline program to each teacher of exercises, etc., which were modified by the teachers to suit existing needs. We took occasion to have repairs made, grounds cleaned, fences built and apparatus supplied.

Of the three towns in the county, two are organized under the township system, and a movement is now on foot to reorganize the remaining town of Vaughn under the same system.

For a while the school clerks manifested a tendency to hire young and inexperienced teachers at a smaller salary than had been paid to more experienced teachers. This course was not justified by the re-



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sults, consequently this tendency is rapidly diminishing. Young teachers, provided they are qualified by education and fitness for the work, have accomplished quite as good work as their older sisters in the profession. They exhibited more real enthusiasm, which if sometimes misdirected at least did the school no harm and the teacher a great deal of good.

KATHLEEN M. NICHOLSON,  
*County Superintendent.*

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KEWAUNEE COUNTY.

HON. O. E. WELLS,

*Dear sir:*—I beg leave to report the following:

The past year has been a year of great development and advancement and although many of our schools do not come up to the required standard, the rapid strides onward and upward have been everywhere noticeable.

Every school in the county is now organized and run in accordance with the graded course of study and there is no longer any doubt as to the advisability of pushing this work vigorously along the line of the manual in a systematic manner so as to stimulate the pupil on through the successive grades to graduating with honor at completion.

Graded course examinations were held in different parts of the county for those who had completed the course of study. Great interest and enthusiasm were aroused at those examinations; nearly one hundred applicants presented themselves for the whole or part of the examination of which 32 passed successfully and received diplomas.

During the past three years this work has been pursued arduously and we now have a nice library connected with every school in the county composed of works selected and classified so as to meet the wants of the different grades of the common schools. The reading matter of these books is pure, of a lofty sentiment and thoroughly educational in character, and each and every library throughout the county contains a storehouse of knowledge to meet the wants of pupils of all ages and different stages of advancement. In three years, 2,785 volumes have been put in the township libraries at a cost of \$1,633.77 and during the past year the books were drawn 18,764 times by the pupils and read at home besides the innumerable times they were used in school as reference and otherwise.

Arbor Day was observed almost unanimously throughout the county and the teachers and pupils are deserving of great credit for making it a general success. A literary program was carried out in each school appropriate for the occasion. Four hundred sixty-one trees were planted, rubbish was removed, fences were fixed up, flower beds made and in several districts fruit trees were set out.

This work is important and can not receive too much encouragement for it teaches the pupils a lesson in horticulture and cleanliness that will never be forgotten and in the near future the school ground will be the most attractive spot in the district, if those improvements continue, and a place where the pupils will be eager to resort to.

Yours respectfully,

R. A. MOORE,  
*Superintendent of Schools.*

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## LA FAYETTE COUNTY.

## TO THE STATE SUPERINTENDENT:

The distribution of classification records begun by my predecessor was completed. By means of these the teachers were enabled to more easily classify their schools according to the Course of Study and successive teachers can easily continue work where left off. From duplicate reports sent to me each time I am enabled to keep familiar with work being done and advise concerning same whenever a personal visit is impossible. I may say all our Common Schools are graded.

During the past two years seven new schoolhouses have been erected and additional departments have been erected in three of our graded schools. In the construction of the new schoolhouses, arrangements have been made for better ventilation and for the general health and comfort of occupants. Ventilation in the ordinary school-house is poorly arranged for and is one source of disorder in some schools.

Arbor Day has caused a more general interest in making school property neat and attractive. Grounds have been fenced, trees planted and pride has been aroused to a considerable degree.

In 1893 there was a delinquency of 10 per cent. of number of children between 7 and 13 who attended school 12 weeks or more. In 1894 reports show the per cent. to be reduced to less than seven — an encouraging decrease. In 1893 I reported 7,007 children of school age in county, it being a continuation of decrease shown during a term of years. This year there are 7,185 between 4 and 20 years, a reversal of conditions heretofore existing.

No other department of the work has been given more attention than the library-law. It was my pleasure to report to the County Board that fourteen of the eighteen towns reserved the fund last year. This year another town has been secured, leaving only three towns to adopt the system. I am authoritatively informed that more towns reserved the fund in 1893 in this county than in any other in the state. I find success depends much upon vigilance of officers interested, and while in some towns the observance of a fixed custom in others it depends upon the present interest of treasurer and clerk in resisting an ever present and active influence.

Last winter three local institutes were held at each of seven centers. A manual was issued to teachers particularly specifying and outlining subjects to be treated, and program to be followed. These meetings being held at convenient places enabled all teachers to attend without much inconvenience.

The institutes are productive of much good. On the Friday evenings previous to the meeting, a Normal school extension lecture was delivered by one of the faculty of Platteville State Normal School. This seems to be a new departure of the work of this school, and the effect is now being felt by a healthier interest along the various lines of our work.

The lectures were attended by school officers, teachers and patrons of schools reaching those for whom they were intended. From the fact that our schools cannot be any better than the people want them shows the necessity for raising, if possible, the ideal of perfection.

The cost of these lectures (traveling and local expenses) was defrayed by local institutes in some cases and in others by collections at lectures. The former plan was more satisfactory.

Teachers' wages in this county are on the increase. The average wages paid male teachers is \$45 77, to females, \$25 36. The fault of low wages paid for the teachers does not rest entirely with school boards, as some applicants for positions underbid each other in their contention for place.

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All co-operation has been given me in my work by all concerned, and while school officers may not often visit the school over which they exercise supervision, they are very appreciative of attention given same by superintendent.

J. H. NATTRASS.

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### ONEIDA COUNTY.

#### TO THE STATE SUPERINTENDENT:

The schools of Oneida county number twenty six, with twenty-seven teachers, and are distributed as follows: Seventeen in the city of Rhinelander, seven in lumbering towns on the railroads and two country schools. The schools of Rhinelander are under the county superintendent.

In regard to these city schools, it is the aim of the board of education to make them first-class in every respect; liberal appropriations have been made and handsome buildings erected to meet the wants of a rapidly growing city,—the schools the past eight years have increased from one teacher with twenty-five pupils to eighteen teachers with eight hundred pupils. There is a library of about five hundred volumes.

The other schools of Oneida county are organized under the township system. Here one is enabled to see the good and the bad effects of the system as worked in sparsely settled communities. In the town of Hazelhurst the board of school directors desire to place a school wherever needed and furnish it with everything needful to maintain a good school during nine months of the year. In the town of Woodboro it is almost impossible to establish a new school. There are now two where there should be four. Outside the village of Woodboro there is a log schoolhouse furnished with board seats, no blackboard, as primitive a building as could be found forty years ago, and that too, built by private subscription because the school board refused to furnish anything but a teacher for six months; this in a town with an assessed valuation of two hundred and fifty thousand dollars, maintaining only one school organized under the township system with free text books. The trouble here is that until last year the town consisted of one district, there was one man on the board, then he appointed a secretary and they organized a new sub district, but the original sub district with a majority of the board had complete control of the school organization. The school law should be amended to require at least three sub districts.

The wages paid are \$40 per month and the length of term eight or nine months. The schools are not graded but during the past year the teachers have been trying to follow the Manual and grade their schools, but a constant change of pupils due to the floating population found in our lumbering towns, makes the grading very difficult. Most of the teachers are young and inexperienced.

It has been impossible to arrange teachers' meetings which the teachers outside of the city can attend because they would have to travel long distances by rail and half a dozen teachers could not get together at any point in the county without consuming three or four days in the trip. An institute of one week conducted by Pres. Pray was held at the beginning of the school year which all of the teachers in the county were required to attend. The institute was interesting and successful and its influence extended into the work of the schools throughout the year.

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One town has established a township library. I have not urged it as I would, if I had not wished to first get the schools, most of which are recently organized, furnished with necessary supplies; but in my annual report to the school boards in June, I urged the establishment of libraries and hope to see some action taken this year.

It is intended to require a moderate standard of qualification in scholarship of teachers for the wages are good. In conclusion, I would say that the schools and the conditions are improving and on the whole the outlook is encouraging for good schools in the county.

MRS. MARY HOWE SHELTON,  
*Superintendent.*

Dated, Rhinelander, Wis., August 6th, 1894.

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### OZAUKEE COUNTY.

#### TO THE STATE SUPERINTENDENT:

During the past year forty-five male and thirty-two female teachers were employed. All schools retained their teachers for the whole school year, with the exception of a single district in which a male teacher was employed for the winter term, and a female taught the spring term. As a class our teachers are progressive and eager to do good work. More than two-thirds of them were members of the Wisconsin Teachers' Reading Circle during the past year, profiting by the lessons learned from *Swett's Methods* and *The Schoolmaster in Literature*. This year a still larger number have joined the Circle. All testify that it pays them to read books pertaining to their profession. During the year four general and a number of local teachers' meetings were held, all largely attended. Much interest and efficiency was added to the general meetings by the presence of some prominent educators from neighboring counties, who took part in the program.

Forty-two pupils from seventeen different schools completed the course of study last year and were awarded diplomas, while this year there were forty-one graduates from eighteen different schools. Graduating exercises were held in the majority of the schools that had graduates. Besides serving to interest patrons in school affairs, these exercises have proved to be a most powerful incentive for pupils to strive for graduation.

An educational exhibit of the schools of this county was held at the last county fair at Cedarburg. Many hundred entries were made, consisting of outline maps, letters, drawings, specimens of penmanship, copy books, botanical specimens, bookkeeping sets, primary busy work, etc. Patrons as well as teachers were thus enabled to inspect school work of an excellent character. All this has been a stimulus to better school work. Cash prizes amounting to \$142 were awarded, the judges being County Superintendents Wahle, Keeley, and Strassburger and Prof. Mapel. Twenty-one pupils took part in the declamatory and sixty-one in the spelling contests, representing every town in the county. This year the prizes for the educational exhibit will be books instead of cash.

Although our teachers are earnest advocates of the township library system, only three towns have ever withheld money for this purpose, and more earnest work needs be done along this line. It is hoped that the day is not far distant when each district will have a suitable library.

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Arbor Day was generally observed and more trees were planted than ever before. At the Holy Cross school more than two hundred trees were planted. A number of "memorial" trees were planted in memory of such men as Washington, Columbus, Longfellow, State Supt. O. E. Wells, Hon. J. Sterling Morton, originator of the Arbor Day and others. The last named gentleman, Mr. Morton, kindly sent his cabinet picture, together with a copy of "Ode for Arbor Day," by S. F. Smith, for each school and department in the county. The venerable Rev. S. F. Smith, author of "America," sent an autograph copy of this interesting new song. All this helped to arouse a wonderful interest in Arbor Day. The parochial schools vied with the public schools in celebrating the day. Each teacher received a copy of "Arbor Day Leaves" containing suitable programs, and an Arbor Day circular was sent to each teacher as well as to each district clerk.

Memorial day was fittingly observed by the schools in session. The W. S. Hancock Post, G. A. R., furnished each school with a program of appropriate exercises, together with a circular calling attention to the importance of teaching patriotism in the schools.

This year Washington's birthday was celebrated in a patriotic manner, each teacher being furnished with a printed program of exercises. Each school and each department of the graded schools received a life-size crayon lithograph of Washington, so that now each school in Ozaukee county is adorned with the picture of the man who was "first in peace, first in war, and first in the hearts of his countrymen."

H. F. FEHLANDT,  
Superintendent.

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## RICHLAND COUNTY.

### TO THE STATE SUPERINTENDENT:

*Sir.*—The regular examination for graduation from the upper form in the country schools was given in February, 1893. Seventy-three pupils passed the examination and received the diploma. A number of such pupils, however, held the diploma from the examination of 1892.

A great many districts have not yet adopted a list of text-books and in many of those districts where such a list has been adopted the law has not been fully enforced, and as a consequence a great variety of text-books is to be found in almost every district. In my letters to district boards I have urged upon them the necessity of living close to the law in this matter.

The question of a good schoolhouse does not need to be urged in a very great many districts in our county, but another question, one of a great deal of importance, does need agitating; that is a question of decent and comfortable outhouses. Comparatively little attention is paid to this matter. Teachers are hired to teach and are expected to teach our children to be modest, manly and womanly, and to give children instruction in such rules and laws as will tend to keep them in good health, and yet by reason of the faulty construction or long-standing of many outhouses these very laws are controverted by the surroundings on the school grounds.

If school boards would visit their schools oftener than they do I am of the opinion that many of the things that now are seemingly neglected

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would receive attention. By visiting the schools the teacher will be more encouraged and interested through the interest made manifest.

And now I come to the question of township libraries. A great deal of opposition is offered to these in some towns, and the reason for the opposition is hard to find. At one time there might justly have been an objection to them considering that the books offered were beyond the ordinary school pupil to comprehend. But now since that objection has been removed by the selection of a list of books that are clearly comprehensible by all or nearly all of the pupils, it seems to me that that opposition ought to be quite materially lessened. In some towns I have taken the pains to look up the cause of the failure to maintain these libraries, and I am convinced that the most strenuous opposition comes from the wealthier class of people who have no children to send to school. They feel that the tax is too heavy to bear. Let us see how much it would be in Richland county. Six thousand seven hundred and ninety children at 10 cents each would amount to \$679 a year to be expended in books. The amount of money held in the district treasuries from year to year if placed on interest at 6 per cent. would more than overbalance the sum asked to be withheld for school libraries. In some towns of course the interest would be a little less than the amount required, but only in very few.

But it is not alone from a money point of view that we should look at this question. The books for these libraries are selected with the greatest care. Most of them treat upon the leading branches taught in our schools. Some are general reference books and some are books of choice selections. So you can see, gentlemen, children are surrounded by the best of book influences, and as a consequence are very apt to become readers of good books. School work will be more interesting by reason of books of reference that tend to make the study of any branch mean more than can possibly be given through a text-book itself. Day after day children read the same thing over and over. They become tired of the work. You thought it monotonous when you were in school, they think so now. So why not give them this needed variety?

Previous to "Arbor Day," April 28, 1893, there was mailed to every district in the county the circular prepared by the state superintendent and also a letter of instructions from the county superintendent. Reports were received from seventy-two schools showing that Arbor Day had been observed. In some of the districts an immense amount of work was accomplished. The school yards show it. Children were taught to care for their school grounds and to keep them in better shape. Of the 1,700 or more votes cast for a state tree by Richland county children, over 1,000 were for hard maple. I firmly believe that Arbor Day is a fixture with the children of our county.

Compulsory education is a question in my mind that requires a great deal of study. Shall we force the children to go to school or shall we leave it to the good sense of the American people to work out the answer to this question?

Force, I believe, is not just what is needed. "Better to lead than to drive." First exhaust all honest endeavors before resorting to force. The children are not always to blame for being out of school. In many cases the parents alone are responsible. They should be made to feel the effects.

Very truly yours,

J. M. FEREBEE.

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## SHAWANO COUNTY.

## TO THE STATE SUPERINTENDENT:

The last school census returned eight thousand four hundred and twenty-six (8,426) pupils of school age.

There are ninety-seven schools, requiring one hundred and nine teachers when all are in session.

Teachers are required to follow the Manual so far as circumstances permit. As a rule, there is no trouble in securing compliance with the request.

To enforce this requirement, reports in duplicate, showing the following items, are demanded at the close of each term:

1. Standing of each pupil in each branch studied during the term.
2. Pupils of each class and work done during the term.
3. Program used during the term.
4. Explanations and suggestions by the outgoing teacher.

One of these reports is left with the clerk for the succeeding teacher, and the other is forwarded to the county superintendent and put on file in his office for reference.

This plan has been in operation over two years, and works to the satisfaction of all concerned.

Through its aid, each teacher has the exact information needed at the beginning of a new term, and the work is resumed on a reliable basis without worry to the teacher or loss to pupils.

In general, districts have very good schoolhouses. The few old-time log structures that remain will soon be replaced by modern buildings. At Tigerton, a four-room brick schoolhouse, warmed by steam, has been erected the past year. An eight-room building has been decided on for Wittenberg, and will be erected at once. There is a strong sentiment in these places for the establishment of a free high school in connection with the graded schools already organized. At Birnamwood, a vote favorable to the establishment of a free high school was taken at the annual meeting.

The plan of supplying each school with lists of test questions, for graduation from the common school course, has been continued with satisfactory results. Although the percentage of graduates is small, the effect upon the schools at large has been very satisfactory. It is one of the principal factors in bringing the schools into conformity with the course laid down in the Manual.

The township library interest seems to be gaining in favor. Six towns report money withheld for the purchase of books. This is a larger number than has heretofore reported favorably. I think the judicious selection of books has had much to do with the change of sentiment.

The necessity for doing some professional reading has been emphasized, and as a result, a larger number has enrolled in the Reading Circle than during previous years.

A summer school, the first held in Shawano county, was organized by Supt. Roberts during the month of July. The school was well attended, there being an enrollment of fifty-seven. Supt. Roberts and Prof. M. P. Cady, of Birnamwood were instructors.

The school was immediately followed by a very successful institute conducted by W. C. Hewitt, assisted by W. J. Pollock. Considering the fact that a portion of Shawano county has been but recently settled, together with the diversity as to nationality, the schools undoubtedly compare favorably with those of other counties of the state.

Respectfully submitted,

L. D. ROBERTS,  
*County Superintendent of Schools.*

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*Reports of County Superintendents.*

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## WINNEBAGO COUNTY.

## TO THE STATE SUPERINTENDENT:

There is shown an increasing desire to improve the condition of our schools. This is manifest in seeking the services of teachers of better scholarship and greater experience; also in making more liberal provision for school supplies. Many districts have during the past year purchased outline maps, charts, etc., for the use of their schools.

## SCHOOLHOUSES AND outhouses.

The schoolhouses, with the exception of four or five buildings, are in a good condition. During my term as superintendent I have made special effort to have the condition of the outhouses bettered, and I am pleased to state that much good has been accomplished in this direction. Some of the school boards, at times, were rather slow in acting upon my suggestions, regarding the deplorable condition of the outhouses and in several instances I enforced the very limited executive rights of a superintendent with good results. I would respectfully suggest a change in the law as to the amount of money which a superintendent may compel a school board to expend for repairs, etc., making it seventy-five or one hundred dollars instead of twenty-five, which it is now. It seems to me there is little or no danger of a superintendent's abusing his power by compelling a school board to make unnecessary expenditures; on the other hand, there are many times when he could exercise this right to the great advantage, of patrons pupils and teachers.

I would also suggest a change in the law regulating the age of applicants for certificates. I find it a very difficult matter to say to a would be teacher or school board that my only objection is age, many districts being anxious to employ such teachers on account of the wages. It is true some have performed good work, and yet others of equal ability fail for various reasons, the principal of which are, first, a lack of judgment to meet emergencies that are so liable to arise in the schoolroom; second, a lack of self reliance; and last but not least, the school boards and patrons themselves who urged the school upon them, have no confidence in the judgment and ability of the teacher to control unmanageable pupils, and as often condemn the action of the teacher as that of the offender. The schools of this county are all quite well graded; quite a number are graded strictly in accordance with the Manual; the remainder follow the suggestions and requirements of the Manual so far as it is practicable.

O. E. PEDERSON,  
*Co. Superintendent.*

j—Supt





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**PART II.**

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**STATISTICAL TABLES.**

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## Census Statistics.

## CENSUS STATISTICS—1892-93.

COUNTIES—Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 18.		
	Male.	Female.	Total	No. of such children.	No. who att'd pub. sch 12 wks or more.	No. who att'd priv. sch. 12 wks or more.
Totals.....	217, 929	206, 670	424, 599	201, 356	161, 019	18, 979
Adams.....	1, 384	1, 328	2, 607	1, 292	1, 069	4
Ashland.....	2, 592	2, 574	5, 166	591	475	44
Barron.....	2, 935	2, 678	5, 613	2, 655	2, 138	1, 041
Bayfield.....	1, 158	1, 195	2, 353	1, 217	815	324
Brown.....	5, 171	4, 829	10, 000	4, 654	3, 297	783
Buffalo.....	3, 131	2, 960	6, 073	2, 848	2, 341	73
Burnett.....	1, 018	968	1, 986	893	566	.....
Calumet.....	3, 499	3, 391	6, 890	3, 184	2, 333	861
Chippewa.....	3, 415	3, 151	6, 566	3, 273	2, 626	320
Clark.....	3, 820	3, 641	7, 461	3, 761	3, 877	138
Columbia.....	3, 568	3, 386	6, 954	2, 872	2, 591	98
Crawford.....	2, 539	2, 457	4, 996	2, 411	1, 953	23
Dane { 1st dist.....	4, 522	4, 216	8, 738	4, 178	3, 226	240
Dane { 2d dist.....	3, 625	3, 363	6, 987	3, 221	2, 545	430
Dodge.....	6, 932	6, 421	13, 353	6, 053	4, 990	1, 282
Door.....	2, 981	2, 740	5, 721	2, 720	2, 032	123
Douglas.....	325	282	607	347	256	2
Dunn.....	3, 458	3, 260	6, 718	2, 825	2, 361	28
Eau Claire.....	2, 499	2, 872	4, 871	2, 452	1, 987	7
Florence.....	389	379	768	381	356	.....

*Census Statistics.*

	5,266	4,957	10,223	4,447	3,467	848
Fond du Lac.....	5,266	4,957	10,223	4,447	3,467	848
Forest.....	155	138	293	138	125	.....
Grant.....	6,613	6,484	13,097	6,142	5,203	322
Green.....	3,164	2,872	6,036	3,077	2,663	28
Green Lake.....	2,101	1,976	4,077	1,825	1,586	84
Iowa.....	3,542	3,460	7,002	3,217	2,851	116
Iron.....	626	613	1,239	631	473	150
Jackson.....	3,075	3,029	6,104	2,792	2,178	38
Jefferson.....	4,653	4,544	9,197	4,390	3,604	451
Juneau.....	3,393	3,260	6,653	3,302	2,818	69
Kenosha.....	1,590	1,586	3,176	1,507	1,163	195
Kewaunee.....	3,553	3,498	7,051	3,186	2,569	301
La Crosse.....	2,346	2,118	4,464	1,923	1,595	88
La Fayette.....	3,530	3,477	7,007	3,428	2,603	1
Langlade.....	1,021	857	1,878	959	734	32
Lincoln.....	671	679	1,350	676	663	8
Manitowoc.....	7,698	7,214	14,912	6,749	4,944	1,527
Marathon.....	4,716	4,450	9,166	4,368	3,437	245
Marquette.....	1,820	1,715	3,535	1,686	1,406	71
Marquette.....	1,873	1,817	3,690	1,890	1,590	11
Milwaukee.....	5,144	5,145	10,289	4,948	3,397	1,404
Monroe.....	4,408	4,393	8,801	4,851	3,611	115
Oconto.....	2,397	2,091	4,488	1,897	1,562	8
Oneida.....	733	797	1,530	720	650	1
Outagamie.....	4,361	4,172	8,533	3,813	3,309	328
Ozaukee.....	3,099	3,006	6,105	2,885	2,130	690
Pepin.....	1,364	1,262	2,626	1,225	863	52
Pierce.....	4,186	3,936	8,123	3,745	2,695	131
Polk.....	2,900	2,557	5,457	2,570	1,977	17
Portage.....	3,625	3,224	6,849	3,539	2,264	343
Price.....	1,030	934	1,964	1,012	877	3
Racine.....	2,615	2,382	4,997	2,040	1,450	458
Richland.....	3,446	3,344	6,790	3,304	2,641	22
Rock.....	2,333	2,234	4,567	2,235	1,844	48
Rock { 1st dist.....	1,947	1,833	3,780	1,653	1,516	5
Rock { 2d dist.....	3,991	3,735	7,726	4,173	3,404	189
St. Croix.....						

## Census Statistics.

## CENSUS STATISTICS—1892-93—Continued.

COUNTIES—Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such children.	No. who att'd pub. sch. 12 wks or more.	No. who att'd priv. sch. 12 wks or more.
Sauk .....	4,606	4,384	9,050	4,177	3,690	337
Sawyer .....	2,379	2,356	535	276	284	44
Shawano .....	4,177	3,879	8,056	4,083	2,980	714
Sheboygan .....	4,794	4,564	9,358	4,303	3,700	608
Taylor .....	1,487	1,363	2,550	1,357	1,181	114
Trempealeau .....	3,959	3,781	7,690	3,697	2,729	188
Vernon .....	4,917	4,835	9,742	4,827	3,774	64
Vilas .....	268	222	490	221	198	.....
Walworth .....	3,498	3,321	6,814	2,683	2,355	60
Washburn .....	534	551	1,085	541	463	.....
Washington .....	4,448	4,438	8,886	4,071	2,798	1,287
Waukesha .....	5,922	5,129	10,451	5,458	5,349	432
Waupaca .....	4,898	4,302	8,690	4,435	3,483	273
Waushara .....	2,745	2,474	5,219	2,669	2,172	52
Winnebago .....	2,946	2,779	5,725	2,518	2,188	168
Wood .....	3,600	3,377	6,977	3,413	2,506	538

*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE — 1892-3.

COUNTIES—Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.				
	No. between 4 and 20.	Under 4	Over 20	Total No. who have att'd public school.	
				Male.	Female.
Totals .....	275,840	231	680	140,006	135,300
Adams .....	2,008	.....	8	1,100	999
Ashland .....	1,008	.....	.....	584	389
Barron .....	4,232	7	11	2,304	1,984
Bayfield .....	710	.....	.....	217	256
Brown .....	5,197	.....	.....	2,610	2,473
Buffalo .....	4,006	2	19	2,079	1,942
Burnett .....	1,182	.....	2	593	575
Calumet .....	3,777	4	2	1,921	1,862
Chippewa .....	4,471	5	10	2,263	2,128
Clark .....	4,990	.....	.....	2,514	2,479
Columbia .....	4,713	1	16	2,521	2,450
Crawford .....	5,737	6	.....	1,578	1,579
Dane } 1st dist .....	5,969	4	9	3,246	3,117
} 2d dist .....	4,787	2	22	2,530	2,268
Dodge .....	7,809	6	16	4,109	3,750
Door .....	3,498	8	9	1,748	1,632
Douglas .....	454	1	6	245	219
Dunn .....	4,741	1	17	2,165	2,355
Eau Claire .....	3,586	.....	11	1,850	1,747
Florence .....	624	.....	.....	306	308
Fond du Lac .....	6,219	12	12	3,329	2,890
Forest .....	203	.....	.....	103	102
Grant .....	9,455	8	22	4,889	4,701
Green .....	4,799	8	15	2,516	2,306
Green Lake .....	2,696	2	9	1,415	1,251
Iowa .....	5,381	3	16	2,726	2,674
Iron .....	878	2	1	413	463
Jackson .....	4,160	2	23	2,164	2,124
Jefferson .....	5,858	4	17	3,033	2,846
Juneau .....	4,725	.....	22	2,466	2,456
Kenosha .....	1,922	.....	4	909	981
Kewaunee .....	4,155	14	3	2,126	2,046
La Crosse .....	2,708	1	.....	1,354	1,211
La Fayette .....	5,248	4	32	1,354	2,611
Langlade .....	1,251	.....	.....	655	665
Lincoln .....	917	.....	.....	454	463
Manitowoc .....	7,814	8	2	4,141	3,680
Marathon .....	5,089	5	5	2,676	2,541
Marinette .....	2,291	.....	1	1,127	1,164
Marquette .....	2,556	2	5	1,264	1,186
Milwaukee .....	4,675	8	2	2,231	2,068
Monroe .....	6,380	.....	21	3,197	3,008
Oconto .....	2,742	1	2	1,440	1,309
Oneida .....	951	1	.....	499	452
Outagamie .....	5,176	8	4	2,650	2,535
Ozaukee .....	3,034	8	2	1,591	1,453
Pepin .....	1,685	.....	5	869	821
Pierce .....	5,450	1	8	2,444	2,527
Polk .....	3,914	.....	14	2,090	1,740
Portage .....	3,792	.....	12	1,896	1,795
Price .....	1,269	2	1	754	672
Racine .....	3,168	5	3	1,456	1,369
Richland .....	5,780	24	20	2,901	2,923

*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE—1893-3—Continued.

COUNTIES—Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.				
	No. between 4 and 20.	Under 4. Over 20		Total No. who have att'd public school.	
				Male.	Female.
Rock { 1st dist .....	3,883	2	12	1,710	1,687
Rock { 2d dist .....	2,304	1	7	1,333	1,319
St. Croix .....	5,477	1	9	2,748	2,655
Sauk .....	6,054	3	15	3,081	2,826
Sawyer .....	633			279	256
Shawano .....	4,827	9	10	2,381	2,289
Sheboygan .....	5,661	5	7	2,821	2,767
Taylor .....	1,694		1	835	788
Trempealeau .....	4,917		18	2,530	2,405
Vernon .....	7,848	11	40	3,698	3,740
Vilas .....	369	26		180	114
Watworth .....	5,449	7	10	2,724	2,713
Washburn .....	964		1	482	434
Washington .....	4,717	1	1	2,464	2,278
Waukesha .....	7,210	84	3	3,772	3,572
Waupaca .....	5,803	4	24	2,980	2,851
Waushara .....	2,893	14	18	2,020	1,845
Winnebago .....	3,900	5	10	2,004	1,698
Wood .....	3,980	2	2	2,014	1,970

*Teachers, and Township Libraries.*

## TEACHERS AND TOWNSHIP LIBRARIES.

COUNTIES—Exclusive of cities under city superintendent.	TEACHERS.					TOWNSHIP LIBRARIES.	
	Teachers Employed.			Teachers' Average Wages.		Whole No. vols. purchased since 1887.	Total amount expended for books since 1887.
	Male.	Female.	Total.	For males.	For females.		
Totals .....	2,008	8,478	10,481	\$43 70	\$29 48	69,514	\$47,289
Adams.....	13	128	136	\$32 00	\$21 00	647	\$649
Aahland.....	5	27	32	49 00	42 00	300	250
Barron.....	42	168	210	42 00	28 00	648	428
Bayfield.....	5	30	35	.....	.....	540	1,042
Brown.....	33	60	93	47 00	32 00	2,952	1,482
Buffalo.....	41	86	127	41 00	29 00	1,102	740
Burnett.....	4	43	47	32 00	32 00	473	350
Calumet.....	22	68	90	43 00	30 00	1,483	864
Chippewa.....	39	212	251	39 00	30 00	964	457
Clark.....	44	176	220	41 00	30 00	1,144	537
Columbia.....	47	227	274	.....	.....	1,160	928
Crawford.....	44	132	176	32 00	24 00	1,184	735
Dane { 1st dist.	25	272	297	47 00	30 00	2,538	1,295
{ 2d dist.	29	172	201	54 00	25 00	1,400	955
Dodge.....	68	248	316	44 00	30 00	2,041	1,420
Door.....	23	57	80	40 00	30 00	2,441	1,596
Douglas.....	4	22	26	.....	.....	883	255
Dunn.....	38	162	200	39 00	29 00	1,905	1,632
Eau Claire.....	14	128	142	58 00	30 00	2,000	1,106
Florence.....	3	18	21	67 00	44 00	46	43
Fond du Lac.....	40	222	262	43 00	26 00	903	576
Forest.....	5	8	13	40 00	33 00	70	.....
Grant.....	53	330	383	49 00	24 00	755	638
Green.....	51	221	272	38 00	27 00	538	270
Green Lake.....	33	63	116	33 00	24 00	327	242
Iowa.....	26	180	206	52 00	25 00	732	640
Iron.....	4	20	24	72 00	43 00	.....	.....
Jackson.....	29	142	171	38 00	23 00	2,063	1,252
Jefferson.....	34	171	205	54 00	27 00	2,602	1,713
Juneau.....	24	164	188	25 00	25 00	196	190
Kenosha.....	17	70	87	35 00	30 00	321	184
Kewaunee.....	36	37	73	40 00	30 00	2,048	1,110
La Crosse.....	19	72	91	40 00	26 00	1,143	735
La Fayette.....	37	177	214	40 00	25 00	2,105	1,401
Langlade.....	12	83	95	34 00	34 00	640	305
Lincoln.....	8	51	59	31 00	31 00	.....	.....
Manitowoc.....	60	100	160	50 00	32 00	761	606
Marathon.....	60	145	205	40 00	31 00	1,130	965
Marinette.....	13	34	47	49 00	35 00	422	318
Marquette.....	19	78	97	33 00	22 00	506	329
Milwaukee.....	41	58	99	58 00	38 00	511	1,521
Monroe.....	39	213	252	.....	.....	632	346
Oconto.....	17	58	75	41 00	31 00	.....	.....
Oneida.....	3	21	24	.....	.....	.....	.....
Outagamie.....	20	151	171	43 00	28 00	584	432
Ozaukee.....	37	40	77	51 00	32 00	583	475
Pepin.....	12	61	73	.....	.....	33	533
Pierce.....	45	149	194	.....	.....	1,253	902
Polk.....	30	132	162	41 00	31 00	1,085	979
Portage.....	20	130	150	41 00	24 00	512	309
Price.....	7	68	75	59 00	37 00	1,314	784



*Teachers, and Township Libraries.*

## TEACHERS AND TOWNSHIP LIBRARIES—Continued.

COUNTIES—Ex- clusive of cities under city superin- tendent.	TEACHERS.					TOWNSHIP LIBRARIES.	
	Teachers Employed.			Teachers' Average Wages.		Whole No. vols. pur- chased since 1887.	Total amount expended for books since 1887.
	Male.	Female.	Total.	For males.	For females.		
Racine.....	11	85	106	\$42 00	\$28 00	400	.....
Richland.....	60	191	251	38 00	24 00	679	3801
Rock { 1st dist.	31	132	163	45 00	29 00	436	294
{ 2d dist.	11	187	148	43 00	27 00	761	376
St. Croix.....	48	149	197	.....	.....	1,729	1,812
Sauk.....	32	187	219	44 00	28 00	2,695	1,792
Sawyer.....	5	88	89	.....	.....	.....	.....
Shawano.....	22	123	144	36 00	29 00	423	320
Sheboygan.....	53	102	155	.....	.....	527	354
Taylor.....	9	63	72	43 00	32 00	867	636
Trempealeau..	34	123	157	44 00	27 00	1,699	747
Vernon.....	63	247	310	37 00	24 00	2,051	1,273
Vilas.....	2	8	10	.....	.....	.....	.....
Walworth.....	38	194	232	56 00	30 00	510	337
Washburn.....	6	31	37	61 00	32 00	670	418
Washington....	47	82	129	50 00	31 00	2,390	1,536
Waukesha.....	40	163	203	48 00	30 00	3,291	2,091
Waupaca.....	31	156	187	37 00	27 00	453	169
Waushara.....	30	153	183	34 00	23 00	286	112
Winnebago....	22	140	162	.....	.....	.....	.....
Wood.....	14	110	124	56 00	29 00	713	462

*Financial—Receipts.*

## FINANCIAL—RECEIPTS — 1892-3.

COUNTIES .. Exclusive of cities under city superintendent.	From money on hand June 30, 1892.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Totals .....	\$946,393 46	\$1,331,240 03	\$167,435 01	\$553,478 43	\$523,552 40	\$389,535 25	\$3,904,584 58
Adams.....	\$4,121 07	\$6,151 77	.....	\$3,510 39	\$3,670 06	\$1,584 80	\$19,035 09
Ashland.....	8,861 57	.....	\$21,500 00	1,017 60	1,139 27	13,724 45	46,242 85
Barron.....	20,921 12	23,610 79	1,476 55	5,883 93	6,610 61	6,559 50	64,963 50
Bayfield.....	11,162 00	8,075 00	18,691 50	2,073 49	8,182 29	25,017 20	73,201 48
Brown.....	20,102 10	9,355 64	504 32	14,183 01	12,948 86	1,672 83	58,666 76
Buffalo.....	12,683 22	15,932 16	18 15	9,379 21	5,671 23	5,080 06	48,463 03
Burnett.....	4,864 31	4,182 04	893 42	2,424 45	2,623 45	2,836 15	17,823 82
Calumet.....	11,512 00	10,595 65	515 56	9,085 69	8,504 26	4,013 57	44,226 73
Chippewa.....	24,021 20	25,324 02	13,147 68	8,143 94	8,029 09	2,840 98	81,506 31
Clark.....	26,933 94	37,062 85	.....	9,216 95	9,780 36	2,643 02	85,687 13
Columbia.....	12,730 94	25,072 97	608 99	8,735 62	7,551 04	6,876 79	61,566 35
Crawford.....	9,671 29	9,335 16	40 76	6,614 87	6,284 51	1,550 60	33,497 19
Dane } 1st dist.....	20,773 83	27,196 93	75 08	10,843 67	10,887 80	16,513 94	86,291 24
} 2d dist.....	12,292 38	20,126 52	.....	10,065 92	9,261 52	1,954 22	53,700 56
Dodge.....	23,565 26	35,588 96	436 88	17,684 26	15,963 81	10,093 02	102,332 19
Door.....	12,168 34	7,479 41	.....	7,695 79	6,849 65	916 31	35,104 50
Douglas.....	1,932 13	710 00	12,328 17	1,611 17	572 73	2,429 70	20,083 90
Dunn.....	17,207 42	17,833 42	.....	9,028 95	8,103 72	3,350 98	55,525 49
Eau Claire.....	11,003 27	21,406 67	.....	6,569 85	6,344 13	3,416 11	48,739 53
Florence.....	3,582 77	4,926 52	6,000 00	1,419 73	1,026 02	592 83	17,547 87
Fond du Lac.....	19,118 10	25,784 72	77 74	18,598 83	18,062 71	3,853 16	74,993 26
Forest.....	1,049 56	.....	4,100 00	224 36	244 89	103 75	5,373 24

## Financial—Receipts.

## FINANCIAL—RECEIPTS—1892-3—Continued.

COUNTIES—Exclusive of cities under city superintendent.	From money on hand June 30, 1892.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Grant .....	\$24,586 19	\$47,207 82	\$587 09	\$17,811 36	\$15,620 23	\$5,428 22	\$111,123 08
Green .....	12,217 41	38,287 54	203 34	9,374 17	7,449 35	28,879 78	91,391 59
Green Lake .....	8,355 49	9,637 81	.....	5,298 74	4,689 63	758 04	28,749 71
Iowa .....	9,349 27	24,232 00	131 62	10,648 96	9,108 92	8,158 52	61,619 29
Iron .....	2,559 76	10,000 00	4,500 00	424 00	1,040 65	2,773 60	21,298 11
Jackson .....	18,473 22	17,458 87	558 25	8,778 84	6,597 71	3,860 22	55,722 11
Jefferson .....	18,597 42	37,944 92	113 08	15,156 09	12,470 98	5,563 37	89,845 81
Juneau .....	12,273 85	32,600 18	1,620 50	7,728 47	6,793 29	3,074 19	63,549 98
Kenosha .....	4,941 44	14,102 28	.....	3,938 94	3,798 44	2,093 23	28,774 33
Kewaunee .....	10,314 27	9,678 88	459 61	9,376 25	8,531 92	876 23	39,237 15
La Crosse .....	7,849 88	11,396 12	.....	6,346 46	6,051 74	2,080 49	34,224 69
La Fayette .....	10,869 61	29,459 07	.....	9,532 09	8,477 69	3,958 67	62,397 13
Langlade .....	8,304 55	14,809 86	1,250 00	2,075 09	2,300 57	721 24	29,461 31
Lincoln .....	4,135 50	6,724 68	6,050 00	2,069 63	1,963 41	1,102 50	22,050 79
Manitowoc .....	27,926 17	36,106 99	3,585 81	20,679 19	20,158 63	13,758 79	121,585 58
Marathon .....	28,308 87	28,151 19	944 83	10,664 43	12,643 05	5,977 77	88,689 64
Marquette .....	9,395 11	13,283 00	1,635 43	3,902 04	3,973 42	2,039 38	34,228 38
Marquette .....	5,245 88	5,762 97	.....	5,187 96	4,690 79	1,457 87	22,603 98
Milwaukee .....	26,424 46	38,329 61	.....	12,544 42	15,782 96	15,826 67	105,909 12
Monroe .....	20,945 83	24,610 27	147 19	11,515 81	10,817 97	3,966 36	71,003 43
Oconto .....	12,674 89	13,352 18	4,302 60	5,507 41	4,948 63	3,053 98	43,839 69
Oneida .....	897 42	.....	17,500 00	.....	1,657 53	8,989 93	28,544 88
Outagamie .....	18,496 79	15,766 47	.....	11,408 01	10,963 75	2,709 78	54,384 80
Ozaukee .....	11,448 44	15,646 54	.....	8,533 32	8,334 48	16,460 33	60,379 02
Poplin .....	6,147 52	6,989 98	.....	3,510 32	3,406 61	1,444 45	21,498 88

*Financial—Receipts.*

Pierce.....	20,257 43	24,889 51	218 33	8,696 64	8,253 45	4,675 22	66,479 57
Polk.....	15,910 59	18,867 64	302 97	5,974 23	5,662 24	3,021 85	49,739 50
Portage.....	19,155 23	11,654 06	.....	8,853 00	7,549 67	2,966 92	50,178 88
Price.....	6,291 19	12,313 67	10,795 00	2,217 71	1,592 83	3,108 51	45,703 76
Racine.....	7,633 24	16,304 14	.....	6,760 75	6,007 92	2,998 91	39,704 96
Richland.....	12,088 76	20,706 25	.....	10,174 19	9,475 09	3,895 25	50,339 54
Rock { 1st dist.....	12,478 06	23,623 15	125 74	4,855 60	5,474 31	4,772 73	51,329 59
Rock { 2d dist.....	10,157 94	23,205 16	72 35	4,771 74	3,660 60	10,148 48	52,016 27
St. Croix.....	15,726 85	35,364 29	274 64	9,801 14	9,782 70	6,334 57	78,284 19
Sauk.....	17,232 60	28,866 93	415 62	12,092 40	12,092 45	4,562 50	75,252 22
Sawyer.....	4,659 19	.....	10,000 00	5,675 55	5,558 56	147 21	12,570 84
Shawano.....	22,107 80	14,168 60	63 99	10,027 64	9,675 52	3,708 79	59,749 34
Sheboygan.....	14,844 46	18,611 69	91 39	12,078 39	12,568 18	2,974 98	61,169 09
Taylor.....	8,275 10	15,552 85	4,450 00	5,190 02	3,977 70	3,051 14	40,494 81
Trempealeau.....	14,578 97	15,753 27	.....	9,210 59	9,964 29	5,289 61	54,796 73
Vernon.....	15,844 21	20,612 57	.....	12,829 8	12,821 45	9,433 52	70,541 56
Vilas.....	7,286 40	.....	8,100 00	.....	529 57	8,750 00	19,615 97
Walworth.....	21,034 39	49,388 15	59 40	9,143 23	8,372 00	14,631 19	102,500 09
Washburn.....	2,746 28	7,001 10	6,850 00	9,988 95	863 96	3,870 62	22,330 91
Washington.....	9,711 40	19,896 12	859 36	11,832 57	11,402 33	12,572 82	66,274 60
Waukesha.....	20,529 43	47,683 37	292 50	13,381 95	12,435 00	3,521 28	107,843 53
Waupaca.....	17,589 05	17,480 78	.....	11,424 85	10,936 48	4,022 54	61,453 70
Waushara.....	10,560 79	12,052 03	9 57	6,128 48	6,628 61	1,169 50	36,488 98
Winnebago.....	9,486 03	17,792 63	.....	7,458 39	7,053 55	2,301 49	44,047 09
Wood.....	22,817 02	22,981 64	.....	8,554 43	9,645 77	8,167 71	72,166 57

## Financial—Disbursements.

## FINANCIAL—DISBURSEMENTS—1892-3.

COUNTIES— Exclusive of cities under city super- intendent.	For build- ing and re- pairing.	For apparatus.	For serv- ices of male teachers.	For serv- ices of female teachers.	For old indebted- ness.	For school furniture.	For all other pur- poses.	Total amount paid out during the year.	Money on hand June 30, 1893.
<b>Totals...</b>	<b>\$412,065 37</b>	<b>\$51,510 95</b>	<b>\$546,070 34</b>	<b>\$1,847,996 56</b>	<b>\$144,189 46</b>	<b>\$58,311 96</b>	<b>\$424,558 44</b>	<b>\$2,984,733 08</b>	<b>\$919,851 01</b>
Adams.....	\$1,495 61	\$191 02	\$1,986 15	\$9,023 50	\$250 60	\$509 37	\$1,157 57	\$14,513 82	\$4,524 27
Ashland....	17,242 44	723 22	1,561 25	10,295 50	.....	770 00	5,529 26	36,121 67	.....
Barron.....	8,974 52	1,142 74	8,170 50	20,142 71	1,381 84	1,188 04	4,260 25	46,650 10	18,302 40
Bayfield ..	8,685 72	2,460 81	2,330 00	11,644 85	1,829 94	559 97	8,065 20	33,565 99	37,635 49
Brown.....	2,916 16	603 63	13,330 00	14,384 50	75 92	1,181 67	6,371 32	38,936 20	19,749 56
Buffalo....	2,102 44	801 43	11,328 00	13,683 10	8,978 49	844 19	4,909 55	37,647 20	10,815 83
Burnett....	1,178 94	289 21	662 00	5,734 75	245 97	57 91	1,814 74	9,887 52	7,836 30
Calumet....	3,224 09	234 88	6,715 75	15,396 75	1,441 92	811 17	4,800 89	32,675 45	11,551 28
Chippewa ..	6,782 74	1,922 24	8,400 51	30,594 95	1,448 32	1,963 07	7,805 97	58,977 79	21,583 52
Clark.....	7,414 63	1,743 01	10,058 08	26,695 74	1,652 33	1,818 15	7,606 38	56,988 27	28,648 85
Columbia...	3,368 12	504 09	11,090 14	25,815 96	1,668 95	769 73	5,615 24	49,084 43	11,887 57
Crawford...	374 16	389 16	6,062 50	12,773 80	849 93	680 97	2,598 63	24,229 20	9,267 99
Dane—									
1st dist....	17,554 18	765 77	6,627 00	31,985 75	1,950 15	1,672 73	8,864 69	69,420 27	16,870 97
2 dist....	2,397 79	392 91	7,739 80	24,898 25	1,096 86	647 37	4,973 57	42,146 05	11,689 27
Dodge .....	5,539 60	821 80	18,293 75	38,665 88	8,602 67	1,162 34	13,928 99	82,015 33	20,316 86
Door .....	1,777 27	734 55	6,852 25	11,409 80	110 63	406 15	3,537 68	24,878 33	10,226 17
Douglas....	3,865 55	982 77	992 00	6,718 00	2,047 18	488 97	2,389 78	16,844 23	3,239 67
Dunn.....	3,809 82	896 43	6,670 50	22,304 75	792 78	833 01	4,439 06	39,746 35	15,779 14
Eau Claire..	5,123 74	985 47	5,309 45	18,392 81	896 23	1,046 47	4,381 39	36,875 56	12,163 97
Florence....	1,864 67	91 00	1,100 00	5,816 75	610 02	1,526 40	2,867 60	13,876 50	4,171 37

*Financial—Disbursements.*

Fond du Lac	3,994 23	754 08	9,539 38	31,123 50	994 73	875 13	7,830 94	54,611 93	20,331 38
Forest.....	405 31	75 00	1,264 50	1,935 07	35 00	50 00	878 86	4,393 67	979 57
Grant.....	5,926 70	753 60	16,397 30	49,897 07	4,994 03	917 57	20,993 14	89,878 61	21,244 39
Green.....	17,307 75	728 19	9,844 75	29,133 76	11,350 48	1,787 32	8,481 48	78,688 73	12,752 86
Green Lake.	1,233 63	282 80	4,639 30	11,285 05	805 62	388 04	2,198 84	20,782 28	7,967 43
Iowa.....	8,826 97	247 11	7,899 50	25,328 55	2,312 44	579 44	6,526 17	51,720 18	10,203 79
Iron.....	4,315 46	147 72	2,625 00	4,801 00	.....	926 23	5,279 77	17,995 18	3,302 93
Jackson....	3,117 99	930 18	6,666 17	20,978 96	1,570 59	920 34	18,374 60	39,436 34	16,285 77
Jefferson....	6,582 94	658 85	11,700 82	34,531 30	3,096 33	618 83	13,872 11	70,563 17	19,282 64
Juneau....	13,756 62	669 38	7,130 75	22,417 68	1,456 37	537 83	9,237 07	55,195 70	8,854 28
Kenosha....	3,165 12	221 17	4,301 85	12,872 23	503 51	934 59	2,735 43	30,133 85	4,640 48
Kewaunee..	1,416 20	531 34	12,763 25	9,857 25	529 49	636 83	5,253 13	80,487 49	8,739 66
La Crosse...	1,278 70	771 72	4,901 20	12,956 50	1,567 00	313 86	2,694 21	24,458 19	9,741 50
La Fayette	3,938 71	620 58	11,215 55	27,363 75	2,190 25	493 34	7,156 54	52,878 72	9,418 41
Langlade...	2,501 92	242 80	1,999 25	11,835 35	1,378 15	337 99	1,922 07	20,317 58	9,143 73
Lincoln....	1,673 65	407 83	1,645 50	8,161 75	377 27	206 48	3,892 75	16,298 23	5,782 56
Manitowoc..	18,972 86	861 85	25,229 37	29,930 00	6,357 61	2,365 24	14,639 56	98,325 83	23,259 75
Marathon...	4,454 69	1,577 85	15,191 65	23,800 47	2,339 97	1,674 13	6,439 55	55,588 31	31,151 33
Marquette..	2,723 12	300 66	5,780 01	10,035 75	1,708 16	919 95	2,876 00	24,343 65	9,884 73
Milwaukee..	561 59	262 27	4,045 50	9,234 96	1,314 93	91 06	1,653 96	17,139 27	5,414 42
Monroe....	21,017 09	832 16	19,900 10	19,792 60	4,538 45	1,750 05	12,082 79	80,679 59	25,229 53
Oconto.....	6,331 58	646 97	5,247 75	11,747 65	1,723 50	741 42	7,866 68	54,766 17	16,427 84
Oneida....	5,945 93	595 23	10,213 90	27,242 16	2,414 25	865 85	3,700 45	30,570 11	13,432 17
Outagamie..	2,123 59	309 78	2,133 31	8,958 75	4,513 06	568 39	3,931 55	22,538 45	6,006 43
Ozaukee....	2,435 86	463 93	4,831 00	23,794 50	2,697 66	581 32	4,717 43	23,538 45	14,763 60
Pepin.....	15,533 86	346 25	14,245 00	9,923 00	882 04	575 41	4,103 21	50,710 70	9,668 32
Pierce.....	1,326 94	583 86	3,895 00	8,483 50	180 08	187 31	1,886 01	16,483 20	5,005 68
Polk.....	4,058 86	671 76	10,738 85	21,874 90	3,826 59	273 96	7,011 61	48,456 53	18,023 04
Portage.....	3,104 11	1,423 45	6,480 00	17,800 89	4,683 39	714 96	5,098 16	35,089 96	14,649 54
Price.....	8,481 74	692 81	4,402 00	15,831 21	893 71	536 39	3,438 12	29,160 98	21,017 90
Racine.....	16,733 17	829 64	3,940 00	12,403 50	972 15	893 32	9,158 75	44,315 03	6,737 77
Richland...	2,953 60	500 60	4,205 25	18,261 97	311 79	378 43	5,118 98	81,733 62	7,971 84
Rock.....	2,542 66	535 17	10,019 25	20,385 67	3,509 41	1,058 85	5,492 11	43,643 12	12,686 42
Rock—									
1st dist....	3,214 25	1,716 32	7,697 22	19,429 93	1,692 05	588 13	4,563 19	39,521 55	11,808 04
2d dist....	6,738 07	142 80	3,119 50	20,623 30	1,291 48	738 39	4,499 74	37,163 28	14,862 99

*Financial—Disbursements.*

## FINANCIAL—DISBURSEMENTS—1892-3—Continued.

COUNTIES— Exclusive of cities under city super- intendent.	For build- ing and re- pairing.	For apparatus.	For serv- ices of male teachers.	For serv- ices of female teachers.	For old indebted- ness.	For school furniture.	For all other pur- poses.	Total amount paid out during the year.	Money on hand June 30, 1893.
St. Croix...	\$4,248 62	\$831 02	\$12,120 20	\$29,117 34	\$1,144 27	\$1,352 72	\$10,388 03	\$59,116 10	\$19,168 09
Sauk....	4,833 33	886 74	9,288 97	31,192 57	5,706 58	1,385 61	6,189 02	59,482 60	15,769 62
Sawyer....	7,775 00	503 06	2,182 92	6,470 22	.....	688 25	4,078 45	21,697 90	.....
Shawano...	8,971 99	1,835 08	5,178 50	17,684 01	2,138 52	947 85	5,814 75	37,065 20	22,684 14
Sheboygan..	1,451 67	678 80	15,050 47	21,737 83	1,070 09	592 92	6,962 50	47,534 28	13,354 28
Taylor.....	8,563 31	1,020 23	9,187 75	19,768 75	2,679 08	931 27	4,909 79	30,060 18	10,434 68
Trempealeau	8,961 16	856 06	8,163 26	19,837 50	413 15	920 22	6,734 62	40,885 97	13,910 76
Vernon.....	9,677 91	1,036 40	11,067 75	25,117 45	2,019 20	1,067 89	6,303 68	56,355 28	14,186 28
Vilas.....	4,580 60	1,412 00	1,487 50	3,395 00	3,862 75	1,311 25	2,067 57	18,116 67	1,499 30
Walworth...	17,001 96	346 62	12,432 20	39,921 99	4,671 79	441 26	12,798 92	87,127 93	15,372 16
Washington..	4,435 20	527 47	2,245 00	6,323 50	1,733 81	350 70	3,712 41	19,327 09	3,003 82
Waukesha...	9,449 56	698 00	16,850 00	17,923 76	959 71	509 23	5,687 01	52,077 27	14,196 33
Waushara...	4,635 88	664 78	14,179 25	37,508 62	9,677 81	614 26	12,974 48	80,245 22	17,598 31
Waupaca....	4,308 17	902 44	7,120 50	23,129 62	2,247 45	782 71	4,925 30	43,416 19	18,037 51
Waushara...	3,105 39	350 05	4,005 00	15,624 25	477 24	747 10	2,928 65	27,237 68	9,251 30
Winnebago..	2,968 41	171 56	4,760 75	19,658 15	757 57	595 63	4,919 18	33,831 25	10,215 84
Wood.....	11,446 59	776 24	6,436 05	20,558 90	3,959 12	1,428 63	5,692 51	50,297 99	21,868 58





## Cities under City Superintendents—Statistics.

## CITIES UNDER CITY SUPERINTENDENTS—1892-3—Continued.

CITIES.	CHILDREN RESIDING IN CITY.				ENROLLMENT IN SCHOOLS.					Average daily attendance of all pupils.		
	No. between 4 and 20.		No. between 7 and 13.	No. between 4 and 20 who attended public schools.	Under 4		Total No. enrolled.	No. between 7 and 13 who attended.				
	Male.	Female			Total.	Male.		Female	Total.		Pub. Sch. 12 weeks or more.	Priv. Sch. 12 weeks or more.
Neeah.....	1,068	1,181	2,312	979	560	578	1,138	509	120	890		
New London.....	386	450	886	389	221	256	477	280	49	344		
Oconto.....	1,026	1,022	2,050	810	396	392	788	394	410	542		
Onalaska.....	306	304	610	294	223	225	448	191	98	324		
Oshkosh.....	4,392	4,421	8,810	3,178	1,574	1,680	3,134	1,574	1,458	2,170		
Portage.....	917	1,026	1,943	911	432	459	891	640	284	652		
Prairie du Chien.....	532	578	1,105	537	257	277	514	283	283	346		
Racine.....	3,822	4,011	7,893	3,438	1,880	1,952	3,832	3,362	1,181	2,500		
Reedsburg.....	3,307	3,006	6,18	2,453	207	234	441	234	39	330		
Rice Lake.....	501	56	1,017	410	276	200	536	298	99	309		
Ripon.....	516	555	1,073	457	413	402	815	410	17	819		
Shenoyan.....	3,975	2,868	7,873	3,183	1,546	1,536	3,082	1,055	1,221	2,069		
Sturgeon Bay.....	1,493	1,502	3,004	1,400	743	709	1,452	864	497	1,056		
Stevens Point.....	493	476	969	443	266	296	582	533	119	599		
Tomahawk.....	362	396	758	340	301	325	626	295	2	315		
Watertown.....	1,679	1,636	3,315	1,331	669	571	1,140	1,142	578	781		
Waupaca.....	485	426	911	374	318	321	639	370	.....	433		
Wausau.....	1,961	2,074	4,035	2,401	972	1,914	2,886	982	219	1,877		
West Superior.....	2,437	2,466	4,903	2,401	2,018	1,968	3,986	1,877	261	2,874		
Whitewater.....	490	580	1,020	585	356	436	791	294	114	559		

## Cities—Teachers, and Certificates.

## CITIES—UNDER CITY SUPERINTENDENTS—1892-3.

CITIES.	TEACHERS EMPLOYED.			TEACHERS' SALARIES.		CERTIFICATES GRANTED BY CITY SUPERINTENDENTS.						
	Male.	Female.	Total.	Average to males.	Average to females.	1st Grade.		2nd Grade.		3rd Grade.		Total.
						To males	To females	To males	To females	To males	To females	
Totals .....	199	1,770	1,969	\$1,090	\$405	32	83	12	192	6	550	875
Antigo .....	1	15	16	\$1,300	406	1	1	1	4	1	1	5
Appleton .....	11	43	54	1,028	402	1	3	1	22	2	23	51
Ashland .....	8	24	32	1,100	550	1	2	1	2	1	2	30
Baraboo .....	2	23	25	870	435	1	2	1	8	1	10	21
Beaver Dam .....	1	17	18	1,650	400	1	3	1	3	1	11	17
Beloit .....	1	29	30	1,500	430	1	8	1	8	1	11	11
Berlin .....	8	13	21	720	355	1	2	1	1	1	2	2
Brodhead .....	1	8	9	1,200	324	1	2	1	1	1	7	7
Chippewa Falls .....	4	32	36	810	413	2	7	1	11	1	8	29
Columbus .....	2	8	10	887	326	1	1	1	3	1	4	4
De Pere .....	1	7	8	900	405	1	1	1	2	1	3	3
Eau Claire .....	9	60	69	775	432	2	6	1	10	1	53	71
Fond du Lac .....	3	43	46	933	402	1	1	1	10	1	13	12
Fort Howard .....	1	22	23	1,500	382	1	8	1	2	1	8	13
Grand Rapids .....	1	6	7	1,000	412	1	6	1	6	1	13	13
Green Bay .....	2	27	29	1,350	416	1	6	1	7	1	6	9
Hudson .....	1	18	19	1,200	387	1	1	1	2	1	6	9
Janesville .....	1	14	15	1,800	425	1	1	1	2	1	6	8
Kaukauna .....	3	11	14	890	371	1	1	1	2	1	6	8
Kenosha .....	2	18	20	1,050	449	1	6	1	1	1	8	10
La Crosse .....	9	86	95	1,350	489	8	1	1	1	1	3	38
Madison .....	4	44	48	983	493	1	3	1	1	1	15	19
Marquette .....	2	39	41	1,350	531	1	1	1	1	1	10	14
Menasha .....	2	12	14	684	411	2	1	1	1	1	17	25
Menominee .....	3	28	31	1,008	425	1	1	1	1	1	25	28
Merrill .....	1	28	29	882	382	1	1	1	2	1	25	28
Milwaukee .....	63	547	610	1,308	577	1	1	1	1	1	25	28

# REPORT OF THE

*Cities—Teachers, and Certificates.*

CITIES - UNDER CITY SUPERINTENDENTS - 1892-3--Continued.

[illegible]

## Cities under City Superintendents—Financial—Receipts.

## CITIES UNDER CITY SUPERINTENDENTS—FINANCIAL—RECEIPTS—1892-3.

Cities.	Amount on hand June 30, 1892.	From taxes for building and repairing.	From taxes for teachers' wages.	From general tax for school purposes.	From tax levied by county board.	From income of school fund.	From all other sources.	Total.
Totals	\$743,091 07	\$277,566 82	\$55,315 75	\$1,090,097 14	\$223,498 54	\$167,301 56	\$193,672 12	\$2,769,343 00
Antigo	\$99 31	.....	.....	\$10,558 25	\$1,934 87	\$2,151 24	\$1,793 56	\$19,592 86
Appleton	7,741 09	.....	.....	53,000 00	5,800 00	4,603 84	19,360 19	70,401 62
Ashland	18,374 94	.....	.....	14,000 00	3,893 00	2,872 82	1,238 12	58,101 60
Baraboo	6,681 81	\$31,926 62	.....	11,693 06	1,938 75	2,393 30	5,449 21	49,316 39
Beaver Dam	2,714 53	15,267 57	.....	80,000 00	2,753 88	2,175 84	.....	101,065 74
Beloit	6,761 08	.....	.....	11,000 00	2,753 89	2,148 40	.....	36,190 76
Berlin	2,258 20	.....	.....	6,667 14	1,938 43	1,342 02	3,001 72	14,007 60
Brodhead	2,258 20	.....	.....	17,389 00	4,600 00	4,602 30	5,302 41	37,014 43
Chippewa Falls	9,834 84	1,850 00	.....	4,301 69	1,909 89	1,851 12	113 50	18,893 22
Combs	2,432 53	.....	.....	4,133 06	1,021 16	9,640 31	2,270 33	18,838 36
De Pere	2,531 03	.....	.....	38,000 00	7,733 71	6,061 06	610 10	40,835 36
Fond du Lac	61,156 91	.....	.....	16,000 00	2,370 85	3,97 90	232 50	18,148 76
Fort Howard	12,293 53	.....	.....	7,277 81	798 49	639 71	1,735 11	7,705 36
Grand Rapids	.....	.....	.....	4,500 00	4,079 60	4,094 22	35,000 00	53,596 60
Green Bay	1,459 22	138 51	\$292 50	10,537 53	4,079 60	1,216 43	340 00	12,473 96
Hudson	2,440 00	.....	.....	7,255 31	1,132 25	7,271 46	1,107 19	31,861 81
Janesville	.....	.....	.....	18,000 00	5,00 17	8,328 07	7,668 25	19,631 54
Kaukauna	3,943 12	.....	.....	8,123 75	2,769 65	3,165 98	5,752 90	29,168 36
Kenosha	1,675 85	.....	.....	12,754 30	3,000 00	14,293 87	940 08	81,483 36
La Crosse	31,071 70	10,000 00	.....	44,544 00	11,675 87	6,059 72	1,030 16	49,000 11
Madison	7,841 58	.....	.....	27,418 65	6,250 00	6,229 91	887 18	39,181 37
Marquette	8,406 81	.....	.....	19,500 00	4,660 47	2,461 22	411 85	14,215 50
Menasha	3,518 21	659 00	3,500 00	1,400 00	2,615 34	2,635 77	381 90	31,833 36
Menomonee	10,322 35	.....	.....	15,900 00	3,130 00	721 17	.....	37,022 59
Merrill	15,492 42	.....	.....	404,750 00	110,000 00	24,276 15	98,438 57	97,669 32
Milwaukee	3,387 74	.....	.....	5,000 00	.....	1,553 39	511 80	10,382 93
Mineral Point	8,923 39	2,381 12	.....	7,997 04	2,901 62	2,324 13	1,416 69	25,813 93
New London	1,070 83	.....	.....	849 34	2,698 69	216 70	245 00	5,979 41
Oconto	2,310 81	.....	.....	2,569 56	2,698 69	766 90	.....	10,277 71
Onalaska	1,465 79	2,131 76	.....	2,500 00	709 58	942 90	75 00	5,965 77
Oshkosh	9,179 02	232 20	.....	.....	32,100 00	11,592 31	191 88	53,563 14

*Cities under City Superintendents—Financial—Receipts.*

CITIES UNDER CITY SUPERINTENDENTS FINANCIAL—RECEIPTS—1892-3—Continued.

CITIES.	Amount on hand June 30, 1892.	From taxes for building and repairing	From taxes for teach- ers' wages.	From gener- al tax for school pur- poses.	From tax levied by county board	From income of school fund.	From all other sources	Total.
Purtage .....	\$378 21			\$7,430 00	\$1,523 86	\$598 78	\$7,566 92	\$13,467 81
Prairie du Chien .....	8,471 63			2,267 96	1,494 98	1,852 80	103 11	9,167 48
Racine .....	24,559 23			30,000 00	12,000 00	11,849 38	839 37	79,248 01
Red-eburg .....	417 92			5,000 00	813 75	1,128 88	834 74	7,596 29
Rice Lake .....	1,501 97			5,423 82	1,091 76	1,374 29	23 86	9,405 73
Ripon .....	1,394 92			7,403 35	1,466 21	1,094 26	3,141 41	15,099 21
Sheboygan .....	28,851 88			40,778 36	9,971 79	2,244 99	452 83	88,299 85
Stevens Point .....	10,541 30	\$12,000 00		14,813 84	2,925 66	1,874 56	681 05	41,403 87
Sturgeon Bay .....	1,504 05			3,462 00	1,321 50	875 04	91 26	8,258 36
Tomahawk .....	3,995 10			8,000 00	1,000 00	4,849 41	365 74	13,870 14
Watertown .....	6,623 19			5,938 31	4,522 30	1,136 88	19 80	22,819 64
Waupaca .....	557 59	331 50	\$292 50	3,502 00	1,038 70	4,902 26	2,847 80	6,398 92
Wausau .....	4,963 85			13,470 00	.....	5,877 34	8,718 29	26,113 91
West Superior .....	54,576 00	42,905 00	80,000 00	70,000 00	.....	1,502 79	677 60	457,126 63
Whitewater .....	8,131 87			8,888 61	1,691 68	.....	.....	15,492 61

## Cities—Financial—Disbursements.

## CITIES—FINANCIAL—DISBURSEMENTS—1892-3.

Cities—Under city superintendents.	For building and repairing	For apparatus and library.	For wages of male teachers.	For wages of female teachers.	For old indebtedness.	For all other purposes.	Total.	Balance on hand June 30, 1893.
<b>Totals</b> .....	\$31,559 46	\$13,319 81	\$151,156 88	\$947,122 41	\$37,800 65	\$394,988 09	\$1,595,447 35	\$573,895 05
Antigo .....			\$1,300 00	\$660 00	\$2 61	\$15,659 21	\$17,021 85	\$1,970 51
Appleton .....	\$7,878 03	\$580 97	9,374 40	17,113 51	18,374 95	11,590 16	63,122 46	5,282 16
Ashland .....	18,846 30	289 47	2,862 50	13,559 32		7,616 90	43,264 99	12,889 61
Baraboo .....	15,267 57	171 20	1,710 00	9,468 50		5,175 97	32,313 34	7,933 05
Beaver Dam .....		50 00	1,650 00	6,900 00	154 00	4,747 08	13,401 33	1,668 81
Beloit .....	741 23	200 00	2,165 00	12,374 00		2,115 85	19,079 50	7,050 25
Berlin .....	814 64	250 00	1,200 00	4,758 41		762 94	10,133 90	6,378 70
Brodhead .....	541 16	92 13	3,000 00	2,610 00		5,410 44	4,906 33	1,608 18
Chippewa Falls .....	670 61	74 28	1,713 00	12,772 00		1,522 16	23,057 36	14,957 10
Columbus .....	2,107 61		1,000 00	2,920 00		410 42	4,567 89	3,769 48
De Pere .....	186 85	135 61	6,345 31	23,503 88	3,530 00	13,208 01	45,835 87	33,487 35
Kenosha .....	37,397 67	1,298 90	2,400 00	17,760 00	163 10	2,722 18	29,270 01	12,168 54
Madison .....	1,425 34	185 74	1,176 78	8,013 01		1,010 70	13,823 39	
Fort Howard .....	1,225 51	44 39	1,000 00	2,475 00	202 25	3,491 45	7,036 21	669 15
Grand Rapids .....	612 97	162 25	2,450 00	12,062 24	24 75	3,081 98	21,769 75	30,866 85
Green Bay .....	440 00	80 00	1,000 00	5,022 00		2,716 84	28,702 00	2,700 00
Hudson .....	1,619 55	10 00	1,000 00	17,381 41	140 70	7,550 85	28,702 00	8,179 84
Janesville .....	913 40	285 61	2,673 00	4,340 00	1,335 60	13,284 56	21,363 27	7,319 82
Kaukauna .....	657 51	150 00	2,100 00	8,171 10		15,966 21	31,066 77	3,805 11
Kenosha .....	637 51	150 00	2,100 00	8,171 10		15,966 21	31,066 77	3,805 11
La Crosse .....	12,255 29	103 43	12,112 00	41,039 30	1,000 00	10,467 18	81,548 39	31,066 77
Madison .....	3,421 72	219 48	4,930 00	17,938 00		2,779 07	31,737 63	8,989 79
Marquette .....	631 45		2,700 00	17,938 00		5,726 46	21,318 53	2,890 14
Menasha .....	160 19	11 10	1,637 50	4,937 50	1,500 00	7,619 31	19,630 36	10,614 81
Menomonie .....	817 24	16 00	8,045 15	11,598 88		101,141 03	503,846 76	7,406 26
Merrill .....	2,325 00			401,920 97		2,107 61	9,785 59	413,567 61
Milwaukee .....		764 70	2,325 00	3,810 00		2,107 61	9,785 59	413,567 61
Mineral Point .....	1,300 68	293 00	1,456 00	7,371 20	2,250 00	1,012 13	21,516 53	4,397 23
Neenah .....	7,390 03	71 49	1,600 00	2,832 30		2,383 86	21,516 53	7,17 18
New London .....	150 00	47 60	3,800 00	2,814 00		632 97	7,414 00	9,863 71
Oconto .....		48 61	1,300 00	2,043 00		9,798 49	4,375 46	1,610 31
Onalaska .....		60	11,106 75	27,919 50		2,603 11	48,501 61	4,061 47
Oshkosh .....			1,410 00	7,312 50			11,376 21	2,111 60
Portage .....								

## Cities—Financial—Disbursements.

## CITIES—FINANCIAL—DISBURSEMENTS—1892-3.—Continued.

Cities—Under city superintendents.	For building and repairing	For apparatus and library.	For wages of male teachers.	For wages of female teachers.	For old indebtedness.	For all other purposes.	Total.	Balance on hand June 30, 1893.
Prairie du Chien .....	\$ 82 40	\$ 76 95	\$1,500 00	\$2,978 88	.....	\$1,034 75	\$5,553 04	\$3,515 44
Racine .....	5,07 92	573 05	10,250 00	28,005 90	.....	10,014 34	54,651 11	34,596 98
Reedsburg .....	116 49	60 53	1,099 98	3,131 99	.....	1,192 73	5,585 98	2,012 31
Rice Lake .....	890 33	159 85	1,400 00	3,430 00	.....	1,623 10	6,792 28	2,613 45
Ripon .....	15 38	84 48	1,485 00	5,436 35	.....	4,894 38	13,965 49	1,733 72
Sheboygan .....	25,143 41	516 45	7,889 54	23,983 50	.....	10,714 33	68,137 09	15,172 76
Sterens Point .....	11,425 33	392 65	1,650 00	12,092 81	.....	5,156 81	31,873 60	9,590 27
Sturgeon Bay .....	229 08	91 94	1,000 00	4,186 50	.....	1,394 34	6,802 02	1,451 34
Tomahawk .....	4,735 25	345 85	1,125 00	3,043 50	.....	546 39	10,693 38	3,172 61
Watertown .....	381 64	.....	2,600 00	9,110 38	.....	3,336 15	15,468 17	6,841 47
Waupaca .....	300 00	109 94	1,100 00	686 00	.....	839 71	6,035 65	1,633 27
Wausau .....	.....	350 00	3,075 00	10,392 50	.....	2,505 62	26,113 91	155,921 24
West Superior .....	156,114 90	3,578 89	8,620 00	54,606 32	.....	63,396 10	301,205 39	2,748 03
Whitewater .....	600 00	285 00	2,255 84	6,028 00	.....	2,835 74	13,134 58	.....

## Free High Schools Having Four Year Courses.

## FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES—1892-3.

LOCATION.	PRINCIPAL.	Legal qualifications of the principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
						Pupils under 20 years of age.		
				Male.	Fem.	Male.	Fem.	Total.
Totals.....				141	198	3,374	5,457	8,831
Ahnapee.....	William A. Hayes.	Oshkosh N. S. Diploma.	\$1,000	1	1	24	14	38
Antigo.....	W. H. Williams.	.....	1,300	1	1	16	30	46
Appleton.....	O. H. Eckel.	Univ. Wis. Diploma.	1,500	4	1	21	35	56
Appleton, 3d w'd	W. F. Winsey.	Whitewater N. S. Diploma.	1,200	2	1	16	18	34
Arcadia.....	J. I. Jegi.	Limited State Certificate	900	1	1	30	26	56
Argyle.....	E. W. Fryor.	Univ. Wis. Diploma	800	1	.....	12	24	.....
Ashland.....	C. M. Gleason.	Whitewater N. S. Diploma.	1,000	1	2	14	34	49
Baraboo.....	E. C. Wiswell.	Univ. Wis. Diploma.	1,500	1	3	46	90	136
Bayfield.....	B. B. Jackson.	Beloit College Diploma.	1,000	1	1	16	14	30
Beaver Dam.....	H. B. Hubbell.	Dartmouth College Diploma	1,600	1	3	50	74	124
Beloit.....	A. F. Rote.	Univ. Wis. Diploma	1,500	1	4	41	136	177
Berlin.....	A. E. Schaub.	Univ. Wis. Diploma.	1,200	1	2	38	61	99
Black River Falls	J. H. Derse.	Whitewater N. S. Diploma.	1,500	3	1	40	51	91
Boscobel.....	L. L. Lightcap.	Limited State Certificate.	1,200	1	1	22	31	53
Brookfield.....	F. E. McGovern.	Univ. Wis. Diploma.	1,200	1	1	18	46	64
Burlington.....	C. W. Rittenburg.	Oberlin College Diploma.	1,100	1	2	31	35	66



## Free High Schools Having Four Year Courses.

## FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES—1892-3—Continued.

LOCATION.	PRINCIPAL.	Legal qualifications of the principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
						Pupils under 20 years of age.		Pupils over 20.
				Male.	Fem.	Male.	Fem.	Total.
Centralia.....	G. W. Paulus.....	Univ. Wis. Diploma.....	\$1,000	1	1	18	31	49
Chippewa Falls.....	C. M. Boutelle.....	Minnesota N. S. Diploma ..	1,600	3	5	55	100	155
Clinton Junction.....	A. J. Simpich.....	Oshkosh N. S. Diploma.....	900	1	1	25	27	52
Columbus.....	L. M. Roberts.....	Univ. Wis. Diploma.....	1,200	1	1	28	31	59
Cumberland.....	A. E. Brainerd.....	River Falls N. S. Certificate ..	1,200	1	1	28	34	62
Darlington.....	J. T. Hooper.....	Univ. Wis. Diploma.....	1,100	1	2	44	63	107
Delavan.....	H. A. Adrian.....	Univ. Wis. Diploma.....	1,100	1	2	40	47	87
De Pere.....	C. H. Burgess.....	Michigan N. S. Diploma.....	1,000	1	2	25	34	59
Dodgeville.....	L. L. Clarke.....	Unlimited State Certificate.....	1,350	1	2	29	83	112
Durand.....	J. W. Nesbit.....	Limited State Certificate.....	875	1	1	19	36	55
East Troy.....	A. H. Fletcher.....	Limited State Certificate.....	810	1	1	84	83	167
Eau Claire.....	M. S. Frawley.....	Univ. Wis. Diploma.....	1,750	2	5	86	120	206
Edgerton.....	F. M. Jack.....	Beloit College Diploma.....	1,000	1	1	18	37	55
Elkhorn.....	J. T. Edwards.....	Unlimited State Certificate.....	1,300	1	2	33	63	96
Elroy.....	H. B. Lathé.....	Unlimited State Certificate.....	1,000	1	1	23	36	59
Evansville.....	L. E. Gettle.....	Unlimited State Certificate.....	1,200	3	.....	29	47	76
Fond du Lac.....	Ed. McLoughlin.....	Oshkosh N. S. Diploma.....	1,400	3	3	73	97	170
Ft. Atkinson.....	D. D. Mayne.....	Platteville N. S. Diploma.....	1,600	1	2	42	67	109
Fort Howard.....	A. W. Burton.....	Unlimited State Certificate.....	1,250	1	1	15	52	67
Fox Lake.....	W. H. Parker.....	Univ. Wis. Diploma.....	900	1	1	13	25	38

*Free High Schools Having Four Year Courses.*

Grand Rapids.	W. H. Luehr	Univ. Wis. Diploma	1	6	33	40	73	2
Green Bay.	Merton C. Andrews	Oshkosh N. S. Diploma	1	3	35	54	87	
Hartford.	P. T. Nelson	Whitewater N. S. Diploma	1	2	19	22	41	
Hayward.	O. E. Rice	Winona N. S. Diploma	1	1	1,200	12	24	
Highland.	George W. Lane	Univ. Wis. Diploma	1	1	675	5	16	3
Horicon.	E. T. Johnson	Univ. Wis. Diploma	1	1	22	34	56	3
Hudson	E. P. Frost	Amherst College Diploma	1	1	31	30	51	
Janesville	F. W. Cooley	Lawrence Univ. Diploma	1	5	80	116	196	1
Jefferson.	Isaac Peterson	Whitewater N. S. Diploma	1	1	16	24	40	
Jenau.	Alonzo McKinley	Limited State Certificate	1	1	14	17	31	
Kaukauna.	John F. Conant	Oshkosh N. S. Certificate	1	2	26	33	59	1
Kenosha	Francis Cleary	Unlimited State Certificate	1	3	39	63	102	2
Kewaunee.	M. McMahon	Unlimited State Certificate	1	1	30	30	50	
Lake Geneva.	A. F. Bartlett	Oberlin College Diploma	1	2	31	37	68	6
Lake Mills.	H. L. Terry	Unlimited State Certificate	1	1	28	38	66	2
Lancaster	C. L. Harper	Special Certificate	1	2	34	52	86	
Lodi	J. E. Ne Collins	Univ. Wis. Diploma	1	5	28	39	67	
Madison	J. H. Hutchison	Univ. Wis. Diploma	2	9	128	208	336	3
Marinette	C. M. McMahon	De Pauw Univ. Diploma	1	2	21	59	80	1
Marshall	William Fowlie	Limited State Certificate	1	1	15	38	53	1
Marshfield.	F. E. Hamlin	Limited State Certificate	1	2	26	44	70	1
Mauston	W. L. Morrison	Unlimited State Certificate	1	1	28	48	74	8
Mayville.	L. S. Keeley	Platteville N. S. Diploma	1	1	32	27	59	2
Mazomanie.	R. F. Skiff	Iowa Univ. Diploma	1	1	23	37	59	4
Menasha	F. W. Buchholz	Oberlin College Diploma	1	1	21	38	58	
Métron.	Anna E. Anderson	Limited State Certificate	1	2	15	47	62	
Mineral Point.	A. R. Jolley	Unlimited State Certificate	3	1	43	74	116	4
Monroe.	J. A. Mitchell	Indiana N. S. Diploma	2	1	36	27	113	6
Neenah.	William F. Sell	Oshkosh N. S. Diploma	2	1	15	27	42	2
Neenah	G. S. Parker	Univ. Wis. Diploma	1	2	25	59	84	
Neillsville.	E. B. Oakley	Univ. Wis. Diploma	1	2	28	56	84	
New Lisbon	Geo. H. Landgraf	Univ. Wis. Diploma	1	1	17	24	51	
New London.	J. C. Freehoff	River Falls N. S. Diploma	1	1	15	27	42	1
New Richmond.	T. H. Lage	Milwaukee N. S. Diploma	1	1	38	69	77	1
Oconomowoc.	O. J. Schuster	Univ. Wis. Diploma	1	1	21	33	74	1
Oconto.	Elmer E. Carr	Limited State Certificate	2	1	17	41	68	

## Free High Schools Having Four Year Courses.

## FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES—1892-3—Continued.

LOCATION.	PRINCIPAL.	Legal qualifications of the principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
				Male.	Fem.	Pupils under 20 years of age.		Pupils over 20.
						Male.	Fem. Total.	
Omro .....	F. H. Miller .....	Univ. Wis. Diploma .....	\$720	1	1	35	58	93
Oregon .....	A. H. Sholtz .....	Whitewater N. S. Diploma .....	900	1	1	25	27	52
Plainfield .....	Eber Dafee .....	Limited State Certificate .....	675	1	.....	11	24	35
Plymouth .....	O. Gafron .....	Unlimited State Certificate .....	900	1	1	28	35	63
Portage .....	W. G. Clough .....	Univ. Wis. Diploma .....	1,400	1	2	39	51	90
Poynette .....	A. M. Locker .....	Special Certificate .....	800	1	1	22	31	53
Prairie du Chien .....	F. G. Kraege .....	Univ. Wis. Diploma .....	1,375	1	1	28	39	67
Prairie du Sac .....	J. F. Bergen .....	Whitewater N. S. Diploma .....	900	1	1	20	32	52
Prescott .....	James Goldsworthy .....	Univ. Wis. Diploma .....	950	1	1	22	36	58
Racine .....	A. J. Volland .....	Univ. Mich. Diploma .....	2,200	2	3	69	101	170
Reedsburg .....	A. B. West .....	Univ. Wis. Diploma .....	1,100	1	1	21	44	65
Rhineland .....	George Peterson .....	River Falls N. S. Diploma .....	1,200	1	1	17	25	42
Rice Lake .....	C. D. Kipp .....	River Falls N. S. Diploma .....	1,200	1	1	27	18	45
Richland Center .....	T. H. Haney .....	Eureka College Diploma .....	1,200	1	2	40	66	106
Ripon .....	M. A. Hester .....	De Pauw Univ. Diploma .....	1,000	1	1	29	37	66
River Falls .....	Andrew A. Love .....	Oberlin College Diploma .....	1,008	1	1	17	29	46
Sauk City .....	J. S. Roessler .....	Univ. Wis. Diploma .....	900	1	1	35	14	49
Sharon .....	J. G. Skeels .....	Unlimited State Certificate .....	925	1	1	10	26	36
Shawano .....	W. H. Hickok .....	Unlimited State Certificate .....	1,000	1	1	18	43	60
Sheboygan .....	J. E. Riordan .....	Oshkosh N. S. Diploma .....	1,700	2	2	25	51	76
Sheboygan Falls .....	A. W. Weber .....	Oshkosh N. S. Diploma .....	1,000	1	1	17	15	32



## Free High Schools Having Three Year Courses.

## FREE HIGH SCHOOLS HAVING THREE YEAR COURSES.

LOCATION.	PRINCIPAL.	Legal qualifications of the principal.	Salary of the principal.	NO. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
						Pupils under 20 years of age.		Pupils over 20.
				Male.	Fem.	Male.	Fem.	
Totals.....				68	15	1,073	1,376	2,449
Alma .....	W. A. Schaper.....	River Falls N. S. Diploma .....	\$900	1	.....	21	17	38
Almond .....	Charles L. Chapple.....	Univ. Minn. Diploma.....	275	1	.....	17	7	24
Amherst .....	Spencer Haven.....	Iowa Ag. Col. Diploma .....	650	1	.....	2	26	28
Augusta .....	L. W. Wood .....	Limited State Certificate .....	1,260	1	1	21	37	58
Avoca .....	P. L. Clarke .....	Milton Col. Diploma .....	540	1	.....	9	20	29
Bangor .....	C. E. Lamb .....	Special Certificate.....	800	1	.....	26	23	49
Barron .....	Ira D. Travis.....	Albion Col. (Mich.) Diploma .....	900	1	1	7	20	27
Belleville.....	A. J. Olsen.....	Univ. Wis. Diploma .....	850	1	.....	23	37	60
Bloomer .....	F. F. Wood .....	Unlimited State Certificate.....	1,200	1	1	19	28	47
Bloomington.....	D. E. Cameron.....	River Falls N. S. Diploma.....	1,100	1	.....	11	19	30
Brandon .....	S. E. Fear on.....	Platteville N. S. Diploma .....	850	1	1	15	29	44
Brillion.....	Freeling Fox .....	Platteville N. S. Diploma .....	800	1	.....	14	19	33
Cadot.....	George S. Woods.....	Platteville N. S. Diploma .....	800	1	.....	22	22	44
Cambridge .....	Elmer E. Roberts.....	Platteville N. S. Diploma.....	700	1	.....	3	18	21
Cassville .....	Franklin Gould.....	Whitewater N. S. Certificate.....	725	1	.....	18	13	31
Chetek .....	J. C. Churchill.....	Platteville N. S. Diploma .....	800	1	.....	12	27	39
Chil .....	R. H. Mueller.....	Univ. Wis. Diploma.....	700	1	.....	23	28	51
	J. G. Nageler.....	Oshkosh N. S. Diploma.....	825	2	.....	29	21	50

*Free High Schools Having Three Year Courses.*

Clintonville	E. O. Dent	Limited State Certificate	675	1	12	26	88	1
Colby	E. A. Ketcham	Special Certificate	675	1	15	24	39	
Cuba City	George A. Byrne	Special Certificate	675	1	14	18	32	
Ellsworth	C. J. Brewer	Limited State Certificate	730					
Fairchild	H. E. Bolton	Milwaukee N. S. Diploma	900	1	1	18	29	
Fennimore	F. L. Churchill	Platteville N. S. Diploma	765	1	1	24	58	
Florence	E. D. Rounds	Unlimited State Certificate	1,100	1	16	11	27	
Fremont	Mary Ashmun	Special Certificate	400		1	13	25	
Friendship	H. D. Keyes	Whitewater N. S. Certificate	540	1	20	23	43	
Glenbeulah	S. P. Maybach	Special Certificate	675	1	17	13	30	
Hazel Green	A. C. Finn	Univ. Wis. Diploma	700	1	18	15	33	
Hillsborough	Albert Hedler	Oshkosh N. S. Diploma	675	1	7	16	23	2
Humbird	J. W. T. Ames	Lawrence Univ. Diploma	675	1	14	15	29	1
Hurley	A. D. Prideaux	Univ. Wis. Diploma	1,200	1	27	23	50	
Kiel	G. M. Morrissey	Limited State Certificate	680	1	11	16	27	
Linden	E. E. Sheldon	Limited State Certificate	680	1	7	15	23	4
Lone Rock	R. H. Furns	Platteville N. S. Certificate	585	1	16	27	44	1
Manawa	C. W. Gehrand	Special Certificate	585	1	17	85	52	1
Medford	B. F. Oltman	Limited State Certificate	900	1	10	14	24	
Merrillan	A. C. Piper	Whitewater N. S. Diploma	720	1	14	8	22	
Middleton	C. F. Hardy	Univ. Wis. Diploma	650	1	13	16	29	1
Milton Junction	James B. Borden	Milton Col. Diploma	700	1	18	32	53	6
Mondovi	Henry D. Kneip	Univ. Wis. Diploma	675	1	15	20	35	1
Montello	E. L. Perkins	Special Certificate	600	1	17	20	34	1
Montfort	J. W. Cubela	Platteville N. S. Diploma	720	1	18	19	37	1
Mount Hope	Thos. H. Heffernan	Platteville N. S. Diploma	540	1	28	21	39	2
Muscoda	C. G. Hosmer	Platteville N. S. Diploma	675	1	23	28	51	5
Oakfield	Myron E. Keats	Whitewater N. S. Certificate	680	1				
Oakwood	P. J. O'Shaughnessy	Special Certificate	800	1	15	9	24	
Onalaska	J. F. Sims	Unlimited State Certificate	1,200	2	19	26	45	
Pepin	G. E. Pratt	Whitewater N. S. Diploma	705	1	10	14	24	
Peshigo	James F. Slight	Oshkosh N. S. Diploma	900	2	13	20	33	8
Pewaukee	B. L. Bohn	Limited State Certificate	720	1	11	15	26	
Phillips	W. W. Jones	Platteville N. S. Diploma	900	1	11	20	31	1
Platteville	Charles M. Fox	Platteville N. S. Diploma	1,000	1	14	18	32	3

## Free High Schools Having Three Year Courses.

FREE HIGH SCHOOLS HAVING THREE YEAR COURSES—Continued.

LOCATION.	PRINCIPAL.	Legal qualifications of the principal.	Salary of the principal.	NO. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
				Male.	Fem.	Pupils under 20 years of age.		Pupils over 20.
						Male.	Fem.	
Port Washington	Max Staehle	Milwaukee N. S. Diploma	\$850	1	1	22	21	43
Potosi	Willis P. Colburn	Whitewater N. S. Diploma	720	1	1	5	25	30
Saint Martins	James Doherty	N. S. Certificate		1	1	18	12	30
Sextonville	Oliver H. Day	Limited State Certificate	490	1	1	21	22	43
Seymour	J. M. Bold	Univ. Wis. Diploma	675	1	1	23	17	40
Shell Lake	J. A. Jeffrey	Platteville N. S. Diploma	950	1	1	16	19	35
So. Milwaukee	J. M. Peppard	Milwaukee N. S. Certificate	720	1	1	25	33	58
Stockbridge	Thomas Webster	Platteville N. S. Certificate	450	1	1	20	21	41
Unity	H. H. Moe	Univ. Wis. Diploma	675	1	1	14	10	24
Waldo	George H. Drewry	Special Certificate	695	1	1	26	28	54
Walworth	W. J. Severance	Milton College Diploma	540	1	1	23	22	45
Westfield	D. F. Burnham	Limited State Certificate	720	1	1	17	27	44
West Salem	Delos Kinsman	Platteville N. S. Diploma	800	1	1	16	26	39
Wilton	W. S. Freeman	Kiver Falls N. S. Diploma	650	1	1	8	21	29

*High Schools Not Aided by the State.*

## HIGH SCHOOLS NOT AIDED BY THE STATE.

LOCATION.	PRINCIPAL.	Legal qualifications of the principal.	Salary of the principal.	NO. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
				Male.	Fem.	Pupils under 20 years of age.		Pupils over 20.
						Male.	Fem.	
Totals. ....	...	.....	\$2,500	11	19	414	561	975
La Crosse.....	Albert Hardy.....	.....	\$2,500	8	7	99	152	251
Milwaukee...	A. J. Rogers.....	.....	.....	8	12	315	409	724



## Free High Schools Having Four Year Courses.

## FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES—1892-3.

LOCATION.	Aver- age daily attend- ance.	No of days taught.	Pupils in English branch exclusively.	Pup- ils in Ger- man.	Pup- ils in Latin or Greek.	Aver- age age of pu- pils on enter- ing high school.	GRADUATES THIS YEAR.		GRADUATES SINCE OR- GANIZATION OF SCHOOL.	No. of non resi- dent pu- pils dur- ing the year.	Average yearly salary of assist- ant.	Amount of salaries of principals and assist- ants.	High school suppor- tionment, Nov., 1892
							Male	Fem.					
Totals	.....	.....	5,050	1,002	1,978	11 6	860	657	2,980	5,423	\$504	\$229,342 50	\$83,106 49
Abnapee	27	200	38	6	.....	11	1	.....	2	9	\$700	\$1,200 00	\$392 50
Ango	37	170	4	.....	.....	14.7	1	.....	12	25	540	1,840 00	292 50
Appleton (3d dis)	53	180	.....	83	26	14.5	1	5	62	83	878	6,040 00	292 50
Appleton (3d dis)	29	180	29	.....	2	15	.....	.....	.....	.....	457	2,175 00	292 50
Arcadia	43	180	40	20	.....	15.8	4	7	80	35	403	1,375 00	257 40
Argyle	22	180	21	.....	.....	14.7	3	5	11	17	.....	500 00	292 50
Ashland	3	190	39	.....	10	15.0	1	.....	15	21	517	2,092 50	292 50
Baraboo	106	180	6	32	41	14.0	5	16	.....	40	6 5	2,910 00	292 50
Bayfield	22	200	23	7	.....	13.5	10	.....	49	103	750	1,750 00	257 40
Beloit	92	100	51	51	.....	11	2	27	73	235	550	3,300 00	292 50
Berlin	141	177	44	41	84	14.8	6	10	117	215	513	3,520 00	292 50
Black River Falls	74	177	47	28	2	15	3	6	83	80	617	2,424 00	292 50
Brookfield	74	180	8	.....	14	16	2	2	4	14	595	3,115 00	292 50
Brookfield	52	140	36	16	.....	15.5	4	17	21	41	500	1,700 00	292 50
Burlington	59	199	15	21	30	14	2	3	32	94	455	1,695 00	292 50
Centerville	56	180	.....	.....	.....	14	1	.....	1	2	500	2,100 00	292 50
Chippewa Falls	124	180	96	33	29	14	4	14	42	63	403	1,405 00	292 50
Clamun Junction	46	180	41	11	.....	14	8	4	14	27	572	4,049 50	292 50
Columbus	43	180	32	11	.....	16	8	.....	5	.....	200	1,100 00	251 47
Cumland	40	180	40	11	.....	16.5	4	.....	6	.....	524	1,732 50	292 50
De Pere	67	180	61	31	16	14	10	41	41	92	450	1,652 00	292 50
Dodgeville	46	180	19	12	10	11.5	3	6	13	21	495	2,340 00	292 50
Durand	84	175	53	12	10	11.7	8	8	46	450	485	1,980 00	292 50
East Troy	86	180	41	26	.....	13.5	4	1	16	17	450	2,250 00	292 50
Eau Claire	120	180	121	11	81	13	8	10	25	65	380	1,170 00	292 50
Edgerton	51	178	47	.....	7	17	2	8	28	44	591	5,017 50	292 50

*Free High Schools Having Four Year Courses.*

Elkhorn.....	79	180	40	30	40	15	17.5	9	3	52	80	48	585
Elroy.....	40	180	60	40	14	14.5	17.8	4	4	57	6	405	
Evansville.....	64	180	58	14	14	13.9	17.6	4	4	57	15	234	
Fond du Lac.....	140	199	49	44	66	14.5	18.5	9	12	88	214	4,600	
Fort Atkinson.....	79	176	65	20	29	15	17.9	7	17	96	167	485	
Fort Howard.....	60	180	35	32	32	15	19	9	15	11	74	588	
Fort Lake.....	27	180	3	12	14	14.6	16.6	2	1	19	29	360	
Grand Rapids.....	63	180	46	27	14	14.2	17.2	5	9	40	52	1,260	
Green Bay.....	80	199	26	21	61	15	19	6	9	27	86	495	
Hartford.....	32	179	41	.....	.....	15	19	1	6	9	18	385	
Hayward.....	21	180	.....	.....	.....	15	18.8	2	1	6	3	135	
Highland.....	180	180	19	.....	.....	15	18.8	3	.....	1	.....	540	
Horton.....	55	200	69	.....	.....	14	20	5	3	25	37	550	
Hudson.....	41	180	31	20	15	15.3	19	4	4	26	56	1,740	
Janesville.....	165	180	90	72	90	15	18	10	1	.....	.....	550	
Jefferson.....	32	200	40	.....	.....	14.7	18	3	14	15	56	1,500	
Juneau.....	19	200	31	.....	.....	13	17	.....	4	12	4	400	
Kaukauna.....	51	190	50	10	15	15	17	8	5	8	5	450	
Kenosha.....	78	190	69	15	20	14	17.6	8	5	.....	.....	700	
Kewaunee.....	43	200	50	14	18	15.7	19.2	4	3	82	39	1,680	
Lake Geneva.....	56	178	42	12	27	15.7	19.2	4	3	28	43	575	
Lake Mills.....	86	174	63	.....	.....	15.1	19.6	9	9	45	69	1,815	
Lake Kells.....	80	180	22	41	35	15.1	18.6	9	9	61	79	460	
Lancaster.....	20	180	62	6	.....	14.7	18.6	5	5	64	17	1,450	
Lodi.....	279	185	151	192	150	14	14	12	28	125	247	680	
Madison.....	65	200	31	13	50	15	17	13	2	18	39	625	
Marquette.....	41	180	54	.....	.....	13	17.5	2	2	.....	.....	500	
Marshall.....	53	200	71	.....	.....	14	18	5	6	8	13	570	
Marshallfield.....	61	180	81	.....	.....	14.2	20	8	5	8	10	280	
Mauson.....	91	200	16	43	1	14	20	8	5	34	40	1,775	
Mayville.....	50	175	45	18	14	15.4	18.7	1	6	15	26	600	
Mazomanie.....	43	190	27	24	13	15.2	18.4	.....	11	29	59	1,960	
Menasha.....	46	180	27	18	.....	15	16.5	5	5	15	40	860	
Merrill.....	102	180	76	.....	.....	15	16.5	5	5	21	44	550	
Mineral Point.....	46	180	.....	.....	.....	15	18.8	6	6	27	68	500	
Monroe.....	301	180	55	25	38	14	19	6	12	.....	.....	2,760	
Neenah.....	65	180	36	11	.....	14	19	9	8	22	22	2,380	
Necedah.....	31	180	36	.....	.....	14.5	19	2	4	31	.....	435	
Neillsville.....	60	180	62	14	8	14.5	18.5	3	9	7	.....	1,595	
New Lisbon.....	34	180	35	5	.....	15.6	17.7	.....	16	.....	.....	2,900	
New London.....	29	174	20	23	.....	14	18	2	2	27	63	2,010	
New Richmond.....	56	180	63	16	.....	18	18	2	2	27	63	2,010	
Oconomowoc.....	55	180	58	17	.....	18	18	2	2	27	63	2,010	
Oconto.....	40	200	40	.....	.....	17	17	.....	1	.....	.....	1,800	
Omro.....	67	180	98	.....	.....	15	19	1	3	25	61	1,080	
Oregon.....	80	176	57	.....	.....	15	18	1	3	29	28	960	
Plainfield.....	35	180	35	.....	.....	15	18	1	3	29	28	960	
Platteville.....	20	180	35	.....	.....	15	18	1	3	29	28	960	

2—Sept.

## Free High Schools Having Four Year Courses.

## FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES—1892-3—Continued.

Location.	Average age daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in Latin or Greek.	Average of pupils entering high school.	GRADUATES THIS YEAR		GRADUATES SINCE ORGANIZATION OF SCHOOL.	No. of dependent pupils during the year.	Average yearly salary of principals and assistants.	Amount of salaries of principals and assistants.	High school appropriation Nov., 1892.
						Male.	Fem.					
Plymouth .....	42	178	65	.....	13	4	5	57	39	\$450	\$1,350 00	\$292 50
Portage .....	.....	190	51	21	22	5	6	139	16	550	2,600 00	292 50
Poyette .....	.....	39	180	48	5	2	5	20	30	315	1,115 00	292 50
Prairie du Chien .....	.....	57	180	54	13	4	6	14	38	540	1,740 00	292 50
Prairie du Sac .....	.....	36	180	45	5	.....	.....	1	7	405	1,305 00	292 50
Prescott .....	44	180	37	13	10	1	8	17	20	13	1,400 00	292 50
Racine .....	144	200	23	33	11	5	12	104	276	675	8,900 00	292 50
Reedsburg .....	60	180	72	.....	14.5	1	2	35	28	740	1,640 00	292 50
Rhinelander .....	34	.....	42	.....	15	.....	.....	6	9	540	1,740 00	292 50
Rice Lake .....	36	178	.....	.....	14.8	2	4	6	.....	485	1,685 00	292 50
Ripon .....	90	52	180	.....	14	12	12	60	72	705	2,210 00	292 50
Richland Center .....	52	180	56	.....	16	3	8	30	65	540	1,540 00	292 50
River Falls .....	28	180	40	11	15	2	4	.....	.....	540	1,548 00	292 50
Sauk City .....	29	180	49	40	13	3	4	13	19	427	1,327 50	292 50
Sharon .....	.....	178	30	.....	14	.....	4	15	25	360	1,285 00	292 50
Shawano .....	45	180	59	7	11	5	7	23	53	540	1,540 00	292 50
Sheboygan .....	63	200	44	8	26	4	4	65	48	750	3,950 00	292 50
Sheboygan Falls .....	28	200	26	6	12	.....	.....	2	.....	510	1,500 00	292 50
Shullsburg .....	44	179	35	66	15.5	12	13	65	101	475	1,525 00	292 50
Spring Green .....	56	179	49	.....	14	4	6	25	39	616	3,450 00	292 50
Stevens Point .....	93	182	49	15	14	5	6	53	103	540	1,407 00	292 50
Sturgeon Bay .....	51	179	45	.....	14	2	4	.....	.....	580	3,312 50	292 50
Sun Prairie .....	28	180	38	.....	14.5	1	4	17	23	525	2,050 00	292 50
Tamanac .....	70	200	43	.....	14	1	5	30	46	315	1,915 00	292 50
Two Rivers .....	23	180	29	.....	14	1	5	32	51	517	2,433 00	292 50
Troquais .....	94	180	129	.....	15	3	5	32	61	800	1,500 00	292 50
Wausau .....	85	180	47	.....	14	1	5	2	7	430	2,360 00	292 50
Wausau .....	85	180	47	.....	14	1	5	2	7	500	1,730 00	292 50
Watertown .....	88	200	16	99	37	1	6	13	20	730	3,850 00	292 50
Wauchesa .....	78	190	82	18	15	6	7	56	119	685	2,770 00	292 50
Waupaca .....	75	150	42	8	14	1	4	41	56	427	1,955 00	292 50

*Free High Schools Having Four Year Courses.*

Waupun.....	91	190	95	.....	10	14	18	4	6	80	48	27	450	2,002 50	292 50
(Dodge Co) .....															
Waupun.....	35	187	38	4	5	13	17	..	5	13	33	5	332	1,232 50	292 50
(Tongue Lake Co) .....															
Wausau.....	74	180	83	6	7	14	18	2	7	17	43	10	450	1,900 00	292 50
Wausau.....	49	176	37	13	9	14.5	18.5	4	5	22	69	18	500	2,540 00	292 50
West Bend.....	82	190	98	7	.....	13	17	5	5	10	19	48	875	1,575 00	292 50
West De Pere.....	36	180	11	23	22	14.5	18	3	7	14	53	18	540	1,440 00	292 50
Weyauwega.....	49	170	56	.....	.....	14	18	2	7	8	31	10	180	1,864 00	244 82
Whitewater.....	89	188	67	26	52	15	18	3	6	13	24	21	566	8,100 00	292 50
Wongwoc.....	29	162	.....	.....	.....	13	18	.....	.....	13	17	18	480	825 00	258 86

## Free High Schools Having Three Year Courses.

## FREE HIGH SCHOOLS HAVING THREE YEAR COURSES—1892-3.

LOCATION.	Aver- age daily attend- ance.	No. of days taught.	Pupils in English branch only.	Pupils in Ger- man man.	Pupils in Latin or Greek.	Aver- age of pupils enter- ing school.	Aver- age of pu- pils on leaving high school.	GRADUATES THIS YEAR		GRADUATES SINCE ORGANIZA- TION OF SCHOOL.		No. of non-rel- dent pupils during the year.	Average yearly salary of assist- ants.	Amount of salaries of principal and assist- ants.	High school appor- tionment Nov., 1892.
								Male.	Fem.	Male.	Fem.				
Totals			2,174	41	15	13.8	17.5	105	140	424	740	578	\$358	\$52,000 58	\$18,739 58
Alma.	31	180	88			14	17	6	2	2	17	6		\$900 00	\$234 60
Almond.	18	90	24			14	18					8		217 50	80 43
Amherst.	28	180	46			14	17	2	5	2	10	7		650 00	107 34
Augusta.	37	180	65			15	18	6	3	16	17	15	\$190	1,710 00	252 50
Avoca.	18	100	32			14	18	1		13	26	8		540 00	181 62
Bangor.	26	180	49			14	17.5	5	4	8	13	12		800 00	219 37
Barron.	15	180	27			16	16	1	3	8	10			975 00	256 29
Belleville.	46	180				15	20	5		5	7	35		850 00	219 37
Black Earth.	34	180	55			16				15	15	28	171	1,131 00	292 50
Bloomer.	18	180	80			14	17			5	5	8		1,100 00	292 50
Bloomington.	39	180	44			14	18	1	9	19	29	19		1,210 00	292 50
Brandon.	27	190	27			12.5	17	1		24	49	12	340	800 00	294 00
Brillion.	40	178	45			13.8	18	2		2	1	5		800 00	197 43
Cadott.	18	180	22			13	16		6	3	17			675 00	190 12
Cambridge.	24	180	31			14	17	2		9	12	9		725 00	248 62
Cassville.	33	180	40			15	18.5	2	6	8	15	9		1,109 00	294 75
Chetek.	43	179	42			15	18	1	5	12	9	18	500	1,325 00	326 98
Chilton.	49	190	50			15	17.5	5	3			10		675 00	197 41
Clintonville.	37	179	39			14	17	2	4	7	26	6		675 00	197 41
Colby.	25	180	39			13.5	18			10	12	4		675 00	223 76
Cuba City.	23	180	32			14	18	2	1	2	1			675 00	223 76
Ellsworth.															
Fairchild.	33	180	20			15.2	18	1	2	4	4	8	105	1,005 00	293 18
Fennimore.	33	180				17.3	18	3	6	11	15		180	1,700 00	292 50
Florence.	33	200	27			13.5	16	4	2	10	11	11	600	1,700 00	187 93
Friendship.	30	180	43			16				1	6			675 00	294 75
Glendehip.	33	180	30			14.5	15	3		7	28	10		700 00	210 60
Glendebauk.	34	176	26	8		15				23	41	8		675 00	197 43
Hazel Green.	24	176	26			15									
Hillsborough.	14	180	23			16.1	18	2		8	16	8		675 00	197 43

*Free High Schools Having Three Year Courses.*

Humbird.....	32	180	30	14	17.5	3	4	8	5	480	675 00	184 27
Hurley.....	34	180	50	14	17	1	5	15	6	400	1,000 00	293 50
Kiel.....	20	200	11	16	17	3	2	18	2	.....	690 00	147 95
Linden.....	180	180	45	15.8	16.8	3	3	15	18	.....	535 00	105 80
Lone Rock.....	30	180	180	15.3	16.8	3	6	10	.....	535 00	250 00	250 00
Manawa.....	21	175	38	14	17	3	7	15	10	405	1,305 00	292 50
Medford.....	38	180	35	17	17	3	8	10	10	.....	650 00	210 60
Merrillan.....	17	180	24	15	16	2	1	13	5	.....	700 00	146 25
Middleton.....	16	180	22	13	16	2	6	13	22	.....	675 00	265 17
Milton Junction.....	23	180	15	15	16.8	2	3	24	22	.....	600 00	863 87
Mondovi.....	37	180	53	14	19	2	27	26	3	.....	600 00	175 50
Montello.....	31	180	36	13	16	2	4	6	5	.....	680 00	175 50
Montfort.....	30	180	35	14	18	6	9	12	21	.....	540 00	140 40
Mount Hope.....	170	38	38	15	20	6	8	7	19	.....	675 00	283 28
Muscoda.....	40	180	51	14	17.5	4	9	16	23	.....	750 00	234 00
Oakfield.....	43	180	56	13.5	17	5	12	13	7	390	1,300 00	292 50
Oakwood.....	18	270	45	12	16.9	3	7	16	4	.....	705 00	197 43
Peppin.....	37	180	24	14	17	1	3	11	1	650	1,550 00	292 50
Peshigo.....	16	180	23	14	17	1	3	5	.....	405	1,305 00	117 00
Pewaukee.....	26	200	33	14.5	17	2	1	4	1	.....	850 00	292 50
Phillips.....	18	180	26	15	17	1	1	2	.....	.....	.....	.....
Platteville.....	24	180	32	13	16	1	1	4	.....	.....	.....	.....
Port Washington.....	25	180	35	15	17.8	1	1	1	.....	.....	.....	.....
Potosi.....	31	20	43	12	16.0	2	1	2	.....	.....	.....	.....
Saxonville.....	32	180	45	17	18	2	18	12	25	210	700 00	204 75
Seymour.....	34	180	40	14	17.5	2	5	8	12	.....	675 00	197 43
Sheel Lake.....	33	180	36	14	19	1	1	7	12	.....	950 00	277 87
South Milwaukee.....	38	180	19	14.2	18	3	6	9	2	.....	730 00	157 20
Stockbridge.....	31	190	41	18	18	2	1	8	11	.....	450 00	131 63
Unity.....	14	180	24	12	19	1	0	12	8	.....	675 00	197 43
Waldo.....	180	180	41	15	19	2	5	5	27	.....	630 00	171 11
Waikworth.....	39	180	41	14.7	16.5	1	5	8	14	.....	540 00	157 20
Westfield.....	34	180	44	15	19	3	10	32	10	.....	790 00	293 75
West Salem.....	36	180	40	15.7	17	2	12	33	20	.....	800 00	292 50
Wilton.....	20	180	29	13	16	3	1	13	3	.....	650 00	137 95

*High Schools Not Aided by the State.*

## HIGH SCHOOLS NOT AIDED BY THE STATE—1892-93.

LOCATION.	Aver- age daily attend- ance.	No. of days taught	Pupils in English branch only.	Pu- pils in Gr- man.	Pupils in Latin or Greek.	Aver- age age of pupils en- ter- ing high school.	GRADUATES THIS YEAR		GRADUATES SINCE ORGANIZA- TION OF SCHOOL.		No. of non-resi- dent pupils during the year.	Average yearly salary of assis- tants.	Amount of salaries of principal and assist- ants.
							Male.	Fem.	Male.	Fem.			
La Crosse	190	197	5	89	139	15.3	7	21	58	116	4	\$737	\$5,878 00
Milwaukee.....	585	210	250	300	185	15.9	57	58	246	425	27	1,100	30,800 00

*Teachers' Institutes.*

## TEACHERS' INSTITUTES — 1892-93.

COUNTIES.	NUMBER ATTENDING INSTITUTES.			Days of institute.	Avg. daily attendance.	Avg. No. months taught.	NUMBER HAVING ATTENDED			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Totals .....	1,067	4,226	5,293	258	1,032	30	387	951	2,566	1,121
Adams.....	5	55	60	5	57	31	4	2	24	30
Ashland .....	3	33	36	4	28	36	.....	17	14	5
Barron .....	11	59	70	5	59	21	2	3	49	16
Bayfield .....	4	25	29	3	27	41	6	5	17	1
Brown .....	24	65	89	5	70	24	3	12	54	10
Burnett .....	7	34	41	4½	36	8	1	7	4	28
Burnett .....	15	56	71	2	66	29	1	36	30	3
Calumet.....	18	62	80	2	76	27	1	40	31	8
Chippewa .....	7	117	124	5	115	24	4	13	73	34
Chip'wa Falls (city).....	15	78	93	2	81	.....	17	26	46	2
Clark .....	8	13	51	5	43	15	3	3	12	33
Crawford .....	21	82	103	5	94	22	3	7	20	14
Dane .....	31	208	239	2	220	45	75	31	123	10
Dane .....	17	85	102	3	82	44	10	12	54	2
Dane, 2d district.....	22	58	80	3	76	16	.....	3	47	11
Dodge .....	8	57	65	2	65	31	12	3	46	1
Door .....	18	62	80	5	69	27	.....	8	20	52
Dunn .....	23	133	156	5	140	25	6	30	74	46
Eau Claire.....	5	64	69	5	52	27	2	3	50	14



*Teachers' Institutes.*

## TEACHERS' INSTITUTES — 1892-3 — Continued.

COUNTIES	NUMBER ATTENDING INSTITUTE.			Days of institute.	Avg. daily attendance.	Avg. No. months taught.	NUMBER HAVING ATTENDED			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Fond du Lac.....	3	44	47	2	46	87	5	2	39	1
Grant.....	7	51	58	5	86	22	.....	9	42	7
Grant.....	3	54	57	5	92	23	.....	15	21	19
Green Lake.....	14	40	54	5	51	16	3	10	17	24
Jackson.....	15	70	85	5	74	20	5	9	54	17
Jefferson.....	42	136	178	2	153	27	18	31	98	22
Juneau.....	24	77	101	4	71	20	2	4	81	12
Kenosha.....	11	51	62	5	.....	24	1	21	17	18
Kewaunee.....	31	33	64	5	50	30	.....	23	28	13
La Crosse.....	19	70	89	5	64	23	4	6	74	5
La Crosse (city).....	9	92	101	2	98	61	22	60	17	2
La Fayette.....	17	53	70	2	46	34	11	14	41	2
Langlade.....	5	44	49	5	39	24	4	.....	36	5
Lincoln.....	2	48	50	5	40	40	.....	5	33	12
Marathon.....	33	87	120	5	106	23	1	3	38	78
Marquette.....	2	21	23	2	21	30	.....	7	13	1
Milwaukee.....	26	37	63	2	46	48	6	29	15	10
Oconto.....	8	37	45	5	34	32	1	5	27	11
Oconto (city).....	12	26	38	2	31	38	.....	8	18	3
Outagamie.....	5	84	89	5	49	26	3	14	51	21
Ozaukee.....	37	21	58	5	45	40	3	32	16	7
Pepin.....	7	46	53	5	49	20	1	7	21	28
Folk.....	16	60	76	5	62	21	1	11	6	58

*Teachers' Institutes.*

Portage .....	58	.....	58	2	51	47	1	13	40	4
Price .....	3	19	22	4	16	34	1	6	11	4
Racine .....	17	86	103	5	84	26	8	22	51	22
Richland .....	16	29	45	2	40	28	3	5	34	.....
Richland .....	23	113	136	5	115	19	1	7	81	47
Rock, 1st district ..	11	51	62	5	.....	20	26	11	36	8
Rock, 2d district ..	11	54	65	5	52	23	11	13	24	2
St. Croix .....	50	104	154	2	121	28	2	57	49	37
St. Croix .....	20	46	66	3	56	20	11	21	13	7
Sauk .....	12	73	85	5	74	23	.....	7	54	24
Shawano .....	10	64	74	5	65	23	4	5	42	13
Sheboygan .....	10	52	62	2	60	53	5	28	27	2
Taylor .....	7	59	66	5	.....	28	2	5	36	16
Trempealeau .....	15	60	75	5	58	30	6	5	14	50
Vernon .....	46	187	233	5	175	20	8	5	130	90
Vernon .....	26	45	71	5	46	24	.....	.....	43	27
Walworth .....	16	100	116	2	150	57	16	49	39	1
Walworth .....	26	134	160	5	.....	33	10	48	91	11
Washington .....	9	42	51	5	49	22	8	8	33	1
Washington .....	26	55	81	5	72	24	4	17	41	18
Waupaca .....	19	69	88	2	75	.....	8	7	47	25
Winnebago .....	12	72	84	2	69	69	14	24	42	4
Wood .....	14	54	68	5	59	27	3	3	47	14

## Census Statistics.

## CENSUS STATISTICS — 1893-94.

COUNTIES—Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such children.	No. attending public school 12 weeks.	No. attending private school 12 weeks.
Totals.....	225,474	214,471	439,945	206,524	170,541	18,467
Adams.....	1,402	1,313	2,715	1,371	1,250	.....
Ashland.....	689	647	1,336	744	571	54
Barron.....	3,270	2,985	6,255	3,090	2,286	47
Bayfield.....	1,352	1,422	2,774	1,557	1,197	462
Brown.....	5,338	5,030	10,368	5,137	3,762	698
Buffalo.....	3,072	2,991	6,063	2,700	2,141	97
Burnett.....	1,068	968	2,036	903	631	.....
Calumet.....	3,569	3,466	7,035	3,124	2,296	796
Chippewa.....	3,560	3,278	6,838	3,088	2,855	204
Clark.....	4,044	3,697	7,741	3,831	3,232	86
Columbia.....	3,637	3,417	7,054	2,959	2,902	78
Crawford.....	2,589	2,514	5,103	2,388	1,974	17
Dane { 1st dist.....	4,585	4,416	9,001	3,947	3,708	237
{ 2d dist.....	3,718	3,453	7,171	3,272	2,571	372
Dodge.....	7,119	6,521	13,640	6,328	5,261	1,328
Door.....	3,033	2,780	5,813	2,757	1,997	56
Douglas.....	400	416	816	387	364	2
Dunn.....	3,545	3,333	6,878	3,136	2,596	46
Eau Claire.....	2,651	2,466	5,117	2,487	2,200	29
Florence.....	416	457	873	516	460	.....
Fond du Lac.....	5,264	5,011	10,275	4,486	3,448	773

*Census Statistics.*

	153	146	299	170	134	.....
Forest .....	153	146	299	170	134	.....
Grant .....	6,697	6,597	13,204	5,781	5,000	454
Green .....	3,675	3,420	7,095	3,343	3,146	36
Green Lake .....	2,087	1,985	4,072	1,994	1,632	146
Iowa .....	3,539	3,446	6,985	3,570	2,768	87
Iron .....	593	605	1,198	629	497	810
Jackson .....	3,113	3,029	6,142	2,913	2,200	120
Jefferson .....	4,935	4,702	9,637	4,325	3,788	408
Juneau .....	3,410	3,271	6,681	3,353	2,882	44
Kenosha .....	1,624	1,635	3,259	1,636	1,361	181
Kewaunee .....	3,570	3,527	7,097	3,312	2,689	268
La Crosse .....	2,358	2,154	4,512	2,127	1,879	66
La Fayette .....	3,666	3,519	7,185	3,391	3,010	123
Langlade .....	1,105	962	2,167	886	777	42
Lincoln .....	700	700	1,400	709	672	27
Manitowoc .....	7,840	7,514	15,354	6,748	4,946	1,717
Marathon .....	4,941	4,667	9,608	4,445	3,513	315
Marquette .....	1,900	1,853	3,753	1,733	1,451	66
Marquette .....	2,052	1,918	3,970	2,250	1,601	108
Milwaukee .....	5,673	5,570	11,213	5,280	4,019	1,224
Monroe .....	4,689	4,542	9,231	4,278	3,616	128
Oconto .....	2,592	2,263	4,855	2,340	1,863	9
Oneida .....	774	774	1,548	974	901	10
Outagamie .....	4,594	4,251	8,845	4,108	3,445	435
Ozaukee .....	3,217	3,100	6,317	2,933	2,183	833
Pepin .....	1,394	1,295	2,639	1,246	976	57
Pierce .....	4,207	3,990	8,197	3,862	3,231	113
Polk .....	2,986	2,746	5,732	2,774	2,035	22
Portage .....	3,794	3,433	7,227	3,415	3,102	245
Price .....	1,131	1,004	2,135	738	910	11
Racine .....	2,546	2,468	5,014	2,433	2,440	391
Richland .....	3,504	3,291	6,795	3,200	2,935	17
Rock } 1st dist. ....	2,484	2,350	4,834	2,437	2,065	74
Rock } 2d dist. ....	1,909	1,937	3,846	1,741	1,525	15
St. Croix .....	4,208	3,918	8,126	4,329	3,710	157
Sauk .....	4,743	4,478	9,221	4,043	3,319	352

## Census Statistics.

## CENSUS STATISTICS — 1893-94 — Continued.

COUNTIES— Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such children.	No. attending public school 12 weeks.	No. attending private school 12 weeks.
Sawyer .....	276	276	552	268	240	63
Shawano .....	4,372	4,054	8,426	3,767	3,043	272
Sheboygan .....	4,873	5,325	10,198	4,805	3,661	567
Taylor .....	1,540	1,409	2,949	1,477	1,195	144
Trempealeau .....	4,003	3,795	7,798	3,611	2,738	112
Vernon .....	5,052	4,883	9,935	4,290	3,608	75
Vilas .....	334	288	622	318	281	.....
Walworth .....	3,562	3,348	6,910	2,974	2,898	37
Washington .....	616	598	1,214	663	566	.....
Waukesha .....	4,535	4,448	8,983	4,951	3,267	1,194
Waupaca .....	5,596	5,354	10,950	5,280	4,345	525
Waushara .....	4,578	4,322	8,900	4,430	3,568	281
Winnebago .....	2,850	2,579	5,429	2,623	2,160	110
Wood .....	2,990	2,798	5,788	2,557	2,283	93
Wood .....	3,573	3,443	7,016	3,556	2,615	488

*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE—1892-4.

COUNTIES EXCLUSIVE OF CITIES UNDER CITY SUPT.	IN PUBLIC SCHOOLS.				
	No. be- tween 4 and 20.	Under 4.	Over 20.	TOTAL NO. ATTENDING PUB. SCHOOL.	
				Male.	Female.
Total .....	288,717	304	781	148,835	140,588
Adams .....	2,322	4	10	1,082	1,015
Ashland .....	842			479	482
Barron .....	4,094	1	11	2,327	2,113
Bayfield .....	1,668		11	859	971
Brown .....	4,911	6	7	3,486	2,450
Buffalo .....	4,145	3	11	2,118	1,936
Burnett .....	1,180		9	631	960
Calumet .....	3,805	6	5	1,865	1,929
Chippewa .....	4,739	8		2,480	2,273
Clark .....	5,141		9	2,556	2,594
Columbia .....	5,391	1	30	2,867	2,719
Crawford .....	5,708	4	26	1,824	1,911
Dane { 1st dist. ....	6,444	3	28	3,361	3,046
{ 2d dist. ....	4,773	5	12	2,519	2,239
Dodge .....	5,006	4	6	4,181	3,757
Door .....	3,606		3	1,835	1,773
Douglas .....	688	6	4	311	301
Dunn .....	5,045	6	25	2,088	2,432
Eau Claire .....	3,796	1	23	1,947	1,813
Florence .....	639			330	364
Fond du Lac .....	6,185	6	10	3,211	3,044
Forest .....	186			96	93
Grant .....	5,707	5	38	4,941	5,144
Green .....	5,617	2	8	2,825	2,632
Green Lake .....	2,652	11	4	1,499	1,276
Iowa .....	5,416	14	19	2,765	2,684
Iron .....	35	1		427	426
Jackson .....	4,300		23	2,104	2,100
Jefferson .....	7,050		12	3,009	2,741
Juneau .....	5,101	5	21	2,873	2,313
Kenosha .....	2,016	40	5	1,025	1,015
Kewaunee .....	4,441	14	6	2,369	2,092
La Crosse .....	2,950		2	1,448	1,850
La Fayette .....	5,515	11	22	2,815	2,733
Langlade .....	1,046	5	1	688	677
Lincoln .....	840		1	426	425
Manitowoc .....	810	6	4	4,293	3,819
Marathon .....	5,017	10	4	2,648	2,498
Marinette .....	2,479	3	3	1,243	1,242
Marquette .....	2,542			1,321	1,263
Milwaukee .....	5,574	2		2,858	2,605
Monroe .....	6,443	7	22	3,288	3,383
Oconto .....	2,889		2	1,496	1,395
Oneida .....	1,246	1		633	614
Ozaukee .....	5,246	8	5	2,698	2,556
Pepin .....	3,127		1	1,678	1,455
Pierce .....	1,745	2	6	912	841
Polk .....	5,674		24	2,654	2,751
Portage .....	4,125	1	27	2,211	1,943
Price .....	3,790		6	1,993	1,981
Racine .....	1,266	1	3	912	843
Richland .....	3,101	14	3	1,368	1,469
Rock { 1st dist. ....	5,801	6	29	2,926	2,910
{ 2d dist. ....	3,531		5	1,840	1,686
St. Croix .....	2,620	3		1,312	1,351
	4,378	2	17	2,556	2,530

*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE—Continued.

COUNTIES EXCLUSIVE OF CITIES UNDER CITY SUPT.	IN PUBLIC SCHOOLS.				
	No. be- tween 4 and 20.	Under 4.	Over 20.	TOTAL NO. ATTENDING PUB. SCHOOL.	
				Male.	Female.
Sauk .....	6,123	3	21	3,037	2,957
Sawyer .....	552			276	276
Shawano .....	4,125	1	3	2,457	2,421
Sheboygan .....	5,748	7	9	3,713	4,680
Taylor .....	1,941	2	4	986	961
Trempealeau .....	3,125	1	31	2,563	2,577
Vernon .....	7,696	11	53	3,770	3,841
Vilas .....	476			251	266
Walworth .....	5,019	14	50	2,839	2,778
Washburn .....	1,072			562	582
Washington .....	5,115	1	7	2,725	2,383
Waukesha .....	7,124	8	11	3,650	3,427
Waupaca .....	5,922	5	8	3,717	2,918
Waushara .....	3,841	5	6	1,745	1,907
Winnebago .....	3,673	12	14	2,001	1,596
Wood .....	4,336	1	3	2,207	2,235

*Teachers.*

## TEACHERS—1893-4.

COUNTIES EXCLUSIVE OF CITIES UNDER CITY SUPT.	TEACHERS EMPLOYED.			TEACHERS' AVERAGE WAGES.	
	Male.	Female.	Total.	For males.	For females.
Total .....	2,081	8,351	10,432		
Adams .....	12	104	116	\$31 00	\$19 00
Ash and .....	5	25	30		
Barron .....	46	152	198		
Bayfield .....	6	41	47	75 00	46 00
Brown .....	28	65	93	44 00	32 00
Buffalo .....	38	94	132	41 00	30 00
Burnett .....	6	40	46	31 00	32 00
Calumet .....	19	65	82	49 00	31 00
Chippewa .....	34	204	238		
Clark .....	38	170	208		
Columbia .....	49	245	274	45 00	24 00
Crawford .....	28	123	151	33 00	24 00
Dane { 1st dist. ....	39	175	214	45 00	30 00
{ 2d dist. ....	32	179	211	51 00	27 00
Dodge .....	72	196	268	44 00	29 00
Door .....	24	52	76	40 00	31 00
Douglas .....	5	24	29	42 00	40 00
Dunn .....	40	163	203	35 00	29 00
Eau Claire .....	18	118	136	53 00	29 00
Florence .....	5	13	18	53 00	42 00
Fond du Lac .....	41	209	250	40 00	27 00
Forest .....	3	9	12	41 00	37 00
Grant .....	54	339	393	50 00	25 00
Green .....	45	215	260	42 00	23 00
Green Lake .....	21	99	120	32 00	24 00
Iowa .....	26	169	195	53 00	25 00
Iron .....	4	18	22	68 00	42 00
Jackson .....	36	140	176	39 00	28 00
Jefferson .....	34	161	195	55 00	28 00
Juneau .....	23	163	186	57 00	26 00
Kenosha .....	16	74	90	39 00	33 00
Kewaunee .....	37	34	71	42 00	31 00
La Crosse .....	16	71	87	44 00	25 00
La Fayette .....	34	152	186	47 00	25 00
Langlade .....	11	64	75	36 00	34 00
Lincoln .....	11	42	53	31 00	32 00
Maulowoc .....	16	91	157		
Marathon .....	57	133	190	42 00	31 00
Marinette .....	17	36	53	45 00	36 00
Marquette .....	15	79	94	34 00	22 00
Milwaukee .....	40	69	109	59 00	40 00
Monroe .....	42	230	272	49 00	24 00
Oconto .....	15	64	79	43 00	30 00
Oneida .....	3	24	27	54 00	21 00
Outagamie .....	20	129	149	41 00	28 00
Ozaukee .....	45	34	79	49 00	32 00
Pepin .....	12	60	72	51 00	28 00
Pierce .....	48	125	173		
Polk .....	29	132	161		
Portage .....	23	123	151	37 00	25 00
Price .....	10	65	75	43 00	37 00
Racine .....	11	86	97	53 00	29 00
Richland .....	66	193	259	35 00	24 00
Rock { 1st dist. ....	24	142	466	38 00	30 00
{ 2d dist. ....	13	127	140	41 00	27 00
St. Croix .....	42	127	169		



*Teachers.*

## TEACHERS—Continued.

COUNTIES EXCLUSIVE OF CITIES UNDER CITY SUPT.	TEACHERS EMPLOYED.			TEACHERS' AVERAGE WAGES.	
	Male.	Female.	Total.	For males.	For females.
Sauk.....	33	203	236	\$46 00	\$28 00
Sawyer.....	8	29	37	48 00	36 00
Shawano.....	26	102	128	81 00	29 00
Sheboygan.....	53	118	171	48 00	27 00
Taylor.....	16	65	81	39 00	32 00
Trempealeau.....	34	121	155	41 00	27 00
Vernon.....	56	229	285	39 00	25 00
Vilas.....	4	11	16		
Walworth.....	30	198	228	54 00	30 00
Washburn.....	8	28	36	52 00	34 00
Washington.....	47	67	114	53 00	30 00
Waukesha.....	39	163	202	50 00	29 00
Waupaca.....	35	149	184	39 00	27 00
Waushara.....	26	159	185	38 00	24 00
Winnebago.....	16	142	158		
Wood.....	17	106	123	53 00	30 00

## Teachers' Certificates.

## TEACHERS' CERTIFICATES—1893-4.

COUNTIES—Exclusive of cities under city superintendent.	CERTIFICATES GRANTED BY COUNTY SUPERINTENDENT.										TOWNSHIP LIBRARIES.			
	1st Grade.		2d Grade.		3d Grade.		Total.	Applicants refused certificates.	Teachers holding state certificates.	Normal school graduates.	No. who have attended Normal school.	Amount expended during year.	No. volumes purchased during year.	Whole No. purchased since 1887.
	To males	To females	To males	To females	To males	To females								
Totals .....	183	216	377	807	1,690	6,085	9,368	5,690	1,083	214	285	\$10,362	12,093	72,597
Adams .....	1	1	1	10	6	67	86	76	6	1	8	\$98	112	736
Ashland .....	1	1	2	3	2	24	32	4	4	...	3	36	46	346
Barron .....	2	8	9	11	27	119	176	122	15	...	12	93	117	861
Bayfield .....	...	1	...	10	3	34	48	2	9	...	8	227	265	373
Brown .....	2	...	2	4	27	68	103	52	2	...	28	143	91	1,492
Buffalo .....	...	2	4	11	32	69	118	88	2	...	6	145	201	1,812
Burnett .....	...	...	1	2	5	32	40	6	6	...	4	227	273	1,845
Calumet .....	...	...	2	...	21	67	90	17	33	...	43	843	600	2,609
Chippewa .....	1	3	4	8	26	166	235	...	12	...	20	174	179	1,841
Clark .....	2	2	5	15	24	148	199	135	12	...	3	8	82	1,883
Columbia .....	3	2	15	25	40	166	215	205	10	...	...	82	41	1,832
Crawford .....	6	14	9	6	29	118	175	91	49	...	4	302	481	2,610
Dane } 1st dist	3	1	2	23	23	139	211	147	8	...	15	130	180	1,881
Dane } 2d dist	3	1	5	10	23	116	161	118	22	...	5	203	275	2,283
Dodge .....	6	12	6	23	47	98	182	167	11	...	6	369	519	2,967
Douglas .....	...	...	6	2	20	57	84	44	17	...	13	40	40	405
Dunn .....	...	...	3	4	4	25	36	34	...	...	36	292	284	1,791
East Claire .....	6	6	4	2	2	11	15	91	3	...	5	219	313	2,908
Florence .....	...	...	...	...	16	60	90	81	2	...	8	32	30	76
Fond du Lac .....	2	2	8	2	7	17	37	...	2	...	2	136	194	891
Forest .....	2	3	12	30	...	181	161	228	...	...	...	...	...	...
Grant .....	...	...	2	1	...	14	1	...	4	...	76	74	88	1,069
Green .....	10	9	8	16	46	234	323	288	7	...	7	112	138	265
Green Lake .....	2	7	5	19	26	150	208	161	32	...	2	74	104	680
Iowa .....	7	4	11	4	73	8	107	62	4	...	28	346	428	1,808
Iron .....	3	9	2	14	15	150	193	107	1	...	5	52	76	...
Jackson .....	2	...	2	2	...	16	21	6	7	...	6	322	333	2,279
Jackson .....	2	...	2	13	...	88	118	140	7	...	6	...	...	...

4—Supt.

## Teachers' Certificates.

## TEACHERS' CERTIFICATES—1893-4—Continued.

COUNTIES—Exclusive of cities under city superintendent.	CERTIFICATES GRANTED BY COUNTY SUPERINTENDENT.										TOWNSHIP LIBRARIES.					
	1st Grade.		2d Grade.		3d Grade.		Total.	Applicants refused certificates.	Limit'd certificates granted.	Teachers holding state certificates.	Normal school graduates.	No. who have attended Normal school.	Am't expended during the year.	No. volumes purchased during the year.	Whole No. purchased since 1887.	
	To males.	To females.	To males.	To females.	To males.	To females.										
Jefferson	2	8	1	3	14	87	105	100	5	5	35	15	\$159	231	2,632	
Jureau	1	1	0	35	12	110	176	209	1	5	7	7	...	...	...	
Kenosha	1	1	4	14	64	88	48	33	3	...	86	...	...	...	...	
Kewaunee	1	1	6	5	36	64	62	35	3	...	...	...	...	...	...	
La Crosse	1	1	1	14	3	22	42	36	2	...	...	...	...	...	...	
La Fayette	3	5	12	41	14	123	203	84	12	3	5	...	...	...	...	
Langlade	1	1	1	3	18	49	63	97	4	...	...	...	...	...	...	
Lincoln	7	4	...	...	12	35	30	30	...	...	...	...	...	...	...	
Manitowoc	7	3	9	8	63	74	139	99	...	...	...	...	...	...	...	
Marathon	1	1	3	6	23	37	75	50	52	...	...	...	...	...	...	
Marquette	1	1	1	7	8	32	49	20	20	...	...	...	...	...	...	
Marquette	3	2	2	10	16	61	88	65	16	1	1	...	...	...	...	
Milwaukee	5	8	7	7	57	17	91	60	6	...	...	...	...	...	...	
Monroe	2	2	5	10	21	136	156	222	...	...	...	...	...	...	...	
Oconto	...	...	1	1	25	30	30	45	...	...	...	...	...	...	...	
Ontonagon	2	3	13	18	87	143	198	114	40	2	...	...	...	...	...	
Ozaukee	2	...	3	2	39	50	81	24	...	...	...	...	...	...	...	
Pepin	1	1	2	7	7	45	62	61	...	...	...	...	...	...	...	
Pierce	5	2	11	21	31	95	170	148	6	...	...	...	...	...	...	
Polk	8	3	...	...	20	91	134	122	16	1	...	...	...	...	...	
Portage	4	3	6	40	21	132	206	57	...	...	...	...	...	...	...	
Price	1	...	2	4	65	76	98	36	...	...	...	...	...	...	...	
Racine	5	5	2	4	9	69	98	35	...	...	...	...	...	...	...	
Richland	2	1	7	12	51	163	236	173	...	...	...	...	...	...	...	
Rock	3	4	1	11	17	134	169	142	...	...	...	...	...	...	...	
St. Croix	8	6	2	19	20	157	207	79	...	...	...	...	...	...	...	
St. Croix	31	32	21	32	103	201	231	131	...	...	...	...	...	...	...	
Sauk	10	5	62	13	136	16	231	...	...	...	...	...	...	...	...	
Sawyer	3	2	2	5	8	...	...	5	...	...	...	...	...	...	...	
Shawano	1	1	3	5	15	128	153	117	...	...	...	...	...	...	...	
Sheboygan	6	4	1	3	5	64	111	80	...	...	...	...	...	...	...	

*Teachers' Certificates.*

Taylor.....	1	1	9	6	11	49	70	60	1	9	1	101	46	55	936
Trempealeau.....	1	6	7	13	16	103	146	130	8	3	4	90	509	497	827
Vernon.....	1	5	4	4	27	298	280	166	127	7	4	10	403	668	2,188
Vilas.....	10	7	5	17	23	148	210	80	21	1	1	6	169	198	901
Waauwatosa.....	5	5	7	5	2	132	46	20	17	6	1	3	339	374	561
Washington.....	1	5	3	5	92	59	103	38	11	2	2	62	45	72	561
Waukesha.....	5	5	3	29	24	120	198	137	32	12	2	75	230	660	2,163
Waupaca.....	1	5	4	9	13	116	251	70	26	7	4	5	537	801	2,731
Wausau.....	1	5	4	16	20	178	132	70	27	3	6	30	69	69	660
Winnebago.....	4	2	8	11	21	178	228	98	7	3	5	5	86	98	401
Wood.....	4	5	6	17	17	98	147	88	27	3	2	180	180	215	1,325

*Private Schools.*

## PRIVATE SCHOOLS, 1893-4.

COUNTIES EXCLUSIVE OF CITIES.	No. of schools.	TEACHERS.		PUPILS, 7 TO 18.	
		Male.	Female.	Not attend ed public school.	Have attended 12 weeks or more.
Totals.....	368	219	308	11,979	11,682
Adams.....	1	1		46	34
Aahland.....	2		8	13	90
Barron.....	2		6		462
Bayfield.....	6	1	9	389	115
Brown.....	4	2	4	134	89
Buffalo.....					
Burnett.....	14	2	14	264	602
Calumet.....	3		4	166	150
Chippewa.....	5	2			70
Clark.....	5	2	6	40	61
Columbia.....					
Crawford.....	6	2	8	88	143
Dane } 1st dist.....	7	2	10	308	247
} 2d dist.....	26	20	8	532	750
Dodge.....	2	2		50	
Door.....	1		1	3	2
Douglas.....	3	4			38
Dunn.....					
Eau Claire.....					
Florence.....					
Fond du Lac.....	18	9	15	701	844
Forest.....					
Grant.....	10	4	13	260	322
Green.....	1	1			32
Green Lake.....	4	4	1	148	130
Iowa.....	2	4	10	135	80
Iron.....	2	1	2	150	45
Jackson.....	11	6	1	54	45
Jefferson.....	15	10	8	434	416
Juneau.....	4	6	9	77	78
Kenosha.....	6	3	6	73	47
Kewaunee.....	5	4	5	138	232
La Crosse.....	4	3	1	10	34
La Fayette.....	2	2		2	16
Langlade.....					
Lincoln.....					
Manitowoc.....	24	10	31	1,494	1,387
Marathon.....	6	4	3	176	229
Marquette.....	3				
Marquette.....	1		2	71	71
Milwaukee.....	20	17	17	1,091	928
Monroe.....	7	2	8	180	184
Oconto.....					
Oneida.....					
Outagamie.....	14	5	13	470	475
Ozaukee.....	11	8	7	567	508
Pepin.....	1		2	110	60
Pierce.....	6	3	5	153	72
Polk.....	5	2			
Portage.....	2	1	4	200	200
Price.....	1	2		5	7
Racine.....	7	3	6	481	315
Richland.....					
Rock } 1st dist.....	2	1	1	54	
} 2d dist.....					
St. Croix.....	1		3	87	55

*Private Schools.*

## PRIVATE SCHOOLS, 1893-4 — Continued.

COUNTIES EXCLUSIVE OF CITIES.	No. of schools.	TEACHERS.		PUPILS, 7 TO 13.	
		Male.	Female.	Not attend- ed public school.	Have attended 12 weeks or more.
Sauk .....	6	8	4	150	112
Sawyer .....	14	10	13	192	394
Shawano .....	19	15	6	218	419
Sheboygan .....	8	1	4	74	74
Taylor .....	5	3	6	248	61
Trempealeau .....	8	8			8
Vernon .....	8				
Vilas .....	8	1	2	34	18
Walworth .....	25	13	22	1,180	1,155
Washburn .....	13	4	14	490	568
Washington .....	7	6	2	249	235
Waukesha .....	2		2	35	35
Waupaca .....	1	1		75	5
Waushara .....	6	4	7	105	376
Winnebago .....					
Wood .....					

## Financial—Receipts.

## FINANCIAL RECEIPTS—1893-4.

COUNTIES — Exclusive of cities under city superintendents.	From money on hand June 30, 1893.	From taxes levied at district meeting.	From taxes levied at town meeting.	From taxes levied by county board.	From school fund income.	From all other sources.	Total amount received during the year.
Totals.....	\$941,681 08	\$1,376,973 69	\$166,659 04	\$550,725 32	\$497,792 24	\$322,592 43	\$3,867,322 72
Adams.....	\$4,311 37	\$6,455 43	.....	\$3,200 61	\$2,898 47	\$1,293 03	\$18,168 90
Ashland.....	7,291 92	1,700 00	\$18,325 00	1,106 53	664 16	3,451 84	32,539 44
Barron.....	18,614 61	25,125 77	603 23	6,988 14	5,520 68	3,489 45	60,394 08
Bayfield.....	37,538 09	9,825 00	28,825 00	656 96	3,150 08	19,607 94	99,504 03
Brown.....	18,860 85	8,398 79	149 59	13,447 74	2,726 29	1,880 85	55,354 11
Buffalo.....	10,362 79	15,644 48	.....	8,603 16	4,737 47	4,062 44	48,410 34
Burnett.....	7,520 24	4,299 21	.....	2,486 80	1,987 23	2,247 89	19,374 41
Calumet.....	11,846 89	11,508 31	408 11	9,015 94	8,528 93	1,628 74	42,986 22
Chippewa.....	23,902 39	27,491 68	12,194 26	8,721 69	7,797 53	2,391 40	82,498 93
Clark.....	28,641 41	38,053 90	.....	9,109 84	6,664 61	4,217 57	86,687 38
Columbia.....	12,561 88	27,196 66	.....	9,199 43	7,168 29	3,566 21	59,691 97
Crawford.....	9,856 59	9,990 67	.....	6,728 88	6,392 47	1,743 51	34,211 62
Dane } 1st dist.....	16,540 03	31,193 52	199 65	11,505 75	11,301 28	2,479 04	73,219 27
Dane } 2d dist.....	11,369 48	19,911 20	1,637 98	9,653 19	9,111 36	11,786 16	68,469 87
Dodge.....	20,316 86	37,710 96	580 29	18,574 91	16,424 78	6,475 10	100,083 95
Door.....	10,318 79	8,403 87	.....	7,463 76	5,319 69	1,301 66	32,807 17
Douglas.....	4,728 87	750 00	12,734 00	790 60	865 88	2,801 30	22,670 60
Dunn.....	15,384 32	19,255 79	43 38	8,773 42	7,249 49	2,704 80	58,410 18
Eau Claire.....	12,026 04	19,349 66	.....	6,643 03	5,927 81	4,372 16	48,318 70
Florence.....	4,038 79	4,265 70	6,000 00	797 46	1,190 33	288 22	16,575 60
Fond du Lac.....	19,872 32	25,144 84	275 00	12,580 27	12,577 66	7,854 61	78,304 90
Forest.....	979 57	.....	5,100 00	293 90	356 01	341 40	7,070 88

*Financial—Receipts.*

Grant.....	23,078 27	49,578 01	382 90	17,017 76	18,671 26	14,206 72	121,939 92
Green.....	13,219 18	35,717 23	25 75	9,430 56	7,675 34	8,399 95	74,458 01
Green Lake.....	7,548 02	9,932 01	.....	5,409 51	5,116 96	236 43	28,243 92
Iowa.....	9,785 53	24,449 68	.....	11,100 86	9,158 62	7,634 71	62,039 40
Iron.....	6,333 12	7,893 25	5,131 23	8,325 00	1,320 93	756 42	21,559 95
Jackson.....	16,127 78	18,152 57	.....	9,137 26	7,602 16	3,643 97	54,868 74
Jefferson.....	19,765 53	37,658 76	24 24	12,481 36	11,990 23	8,108 54	85,028 66
Juneau.....	10,505 64	20,426 25	52 00	7,103 47	8,593 98	4,030 98	56,712 32
Kenosha.....	5,039 30	13,954 86	.....	3,949 28	2,468 79	430 88	25,893 11
Kewaunee.....	9,509 45	9,495 59	321 16	9,373 59	8,896 17	1,362 90	88,964 86
La Crosse.....	9,094 34	10,826 23	.....	5,974 48	5,213 52	2,142 18	33,240 70
La Fayette.....	11,165 49	31,969 01	.....	9,104 23	8,204 65	5,679 28	66,182 30
Langlade.....	8,872 24	15,896 85	.....	1,937 01	1,816 61	1,573 62	30,096 38
Lincoln.....	6,772 42	6,210 14	5,300 00	2,008 86	1,454 94	319 12	22,560 43
Manitowoc.....	23,165 24	38,893 20	.....	20,042 01	19,921 67	2,749 27	104,771 39
Marathon.....	29,514 71	27,379 08	1,563 52	12,032 81	6,826 78	6,080 77	83,407 57
Marquette.....	9,884 73	14,468 28	1,009 00	4,132 61	4,422 91	1,124 91	36,633 44
Marquette.....	5,476 21	6,704 46	.....	5,600 39	4,709 99	1,139 38	23,691 43
Milwaukee.....	22,126 68	37,782 45	.....	12,673 54	12,817 73	4,780 07	89,680 47
Monroe.....	16,614 11	27,126 59	55 24	11,924 19	12,177 78	4,472 10	71,770 01
Oconto.....	13,839 03	11,296 19	1,742 86	6,126 13	4,498 78	5,530 30	43,083 90
Oneida.....	6,427 92	.....	19,200 00	.....	479 56	1,654 75	27,762 23
Outagamie.....	14,571 18	18,363 86	.....	11,470 25	10,847 05	6,650 05	61,902 39
Ozaukee.....	9,925 28	23,179 09	.....	8,323 55	8,959 78	2,459 28	51,837 98
Pepin.....	5,153 11	8,285 49	8 18	3,340 19	3,787 49	1,645 43	22,219 89
Pierce.....	17,744 15	27,929 53	215 89	9,571 15	9,284 28	15,369 01	80,104 01
Polk.....	13,204 72	20,166 02	270 24	6,570 33	5,234 84	6,984 88	52,431 21
Portage.....	19,216 95	14,324 17	.....	9,041 68	7,971 49	3,060 56	53,614 85
Price.....	7,553 21	20,611 16	8,575 70	420 98	1,528 78	1,755 65	40,445 46
Racine.....	8,162 30	14,780 91	10 00	6,494 71	6,260 17	807 19	37,515 28
Richland.....	12,370 13	20,359 85	.....	9,377 34	8,219 36	5,913 78	56,240 46
Rock { 1st dist.....	11,569 71	23,972 95	19 09	5,439 37	5,512 71	2,428 29	49,452 13
Rock { 2d dist.....	15,827 08	27,409 88	71 15	4,169 84	4,579 45	2,597 37	54,454 77
St. Croix.....	19,530 86	31,839 78	988 58	10,087 26	9,028 63	2,184 88	73,604 96
Sauk.....	15,526 78	27,930 31	700 00	12,279 79	11,889 53	3,944 90	73,271 31



*Financial—Receipts.*

## FINANCIAL. RECEIPTS—1893-4—Continued.

COUNTIES—Exclusive of cities under city superintendents.	From money on hand June 30, 1893.	From taxes levied at district meeting.	From taxes levied at town meeting.	From taxes levied by county board.	From school fund income.	From all other sources.	Total amount received during the year.
Sawyer.....	\$23,577 23	.....	\$9,000 00	\$720 36	\$558 56	\$382 50	\$10,561 42
Shawano.....	13,983 30	\$14,577 94	350 00	10,029 98	8,255 62	7,921 77	63,712 54
Sheboygan.....	7,024 06	20,615 88	177 97	11,898 92	12,468 67	3,826 57	63,475 70
Taylor.....	14,737 84	11,698 15	4,415 36	3,645 04	3,009 32	3,823 27	33,615 20
Trempealeau.....	14,732 74	18,117 92	.....	9,270 12	8,225 39	7,893 10	58,243 87
Vernon.....	1,499 30	22,680 77	408 09	13,096 05	12,143 57	4,173 24	67,224 46
Vilas.....	14,955 01	.....	10,050 00	750 00	664 93	14,891 10	27,855 83
Walworth.....	2,821 89	51,201 65	.....	8,707 27	7,221 70	11,454 16	93,539 79
Washington.....	14,186 41	7,523 74	7,250 00	1,693 84	1,274 38	7,121 64	27,685 49
Waukesha.....	18,016 54	21,929 54	561 74	11,870 35	11,741 84	6,168 32	66,458 20
Waupaca.....	17,705 22	48,768 28	.....	14,081 82	15,125 53	3,412 12	99,414 29
Waushara.....	9,349 98	17,200 40	30 97	11,536 44	10,536 50	8,992 18	61,001 71
Winnebago.....	9,888 86	11,673 35	201 70	6,848 86	6,300 64	550 81	34,925 34
Wood.....	22,309 23	17,235 79	.....	7,312 85	5,658 05	4,918 20	46,061 34
		23,211 22	.....	9,308 56	9,309 80	4,240 06	68,378 87

*Financial—Disbursements.*

## FINANCIAL DISBURSEMENTS — 1893-1894.

COUNTIES — Exclusive of cities under city super- intendent.	For build- ing and re- pairing.	For apparatus.	For serv- ices of male teachers.	For services of female teachers.	For old indebted- ness.	For school furniture.	For all other pur- poses.	Total amount paid out during the year.	Money on hand June 30, 1894.
Totals.....	\$367,181 09	\$51,601 83	\$574,488 09	\$1,371,237 04	\$140,184 37	\$48,622 28	\$481,172 85	\$3,025,940 71	\$836,578 96
Adams.....	\$918 85	\$314 97	\$2,740 50	\$8,544 50	\$219 21	\$503 72	\$1,478 14	\$14,719 89	\$3,439 00
Ashland....	6,968 39	930 85	1,959 00	9,826 75	112 00	535 14	4,188 09	21,530 22	8,009 22
Barron.....	3,247 89	700 23	8,873 90	19,534 47	740 38	1,036 83	7,391 28	41,524 97	18,809 11
Bayfield...	53,371 67	1,862 57	3,495 60	16,254 87	1,128 77	1,670 95	10,130 55	87,914 88	11,589 14
Brown.....	2,912 55	671 40	10,456 00	16,376 00	230 79	881 97	5,977 62	37,606 90	17,847 21
Buffalo....	3,011 50	992 23	10,456 00	15,085 52	2,541 23	607 30	4,824 75	37,468 53	5,941 81
Burnett....	6,319 10	514 54	642 09	5,533 00	704 06	208 67	1,513 83	15,435 26	8,939 15
Calumet....	2,438 47	390 39	6,471 00	15,891 50	1,128 26	506 83	4,509 37	31,325 82	11,611 10
Chippewa...	6,778 98	1,457 95	7,897 75	31,820 19	1,049 85	1,266 35	9,648 10	59,918 97	22,579 96
Clark.....	12,218 47	1,494 34	8,893 50	27,387 82	978 43	879 99	9,322 09	61,174 64	25,572 89
Columbia..	2,286 81	1,452 07	10,953 74	26,597 73	1,975 27	426 44	6,718 18	50,410 23	9,281 74
Crawford...	2,392 71	746 83	5,007 00	14,818 00	335 85	235 73	2,603 95	26,140 07	8,071 55
Dane—									
1st dist....	3,036 64	865 74	8,670 21	32,041 75	3,723 71	1,280 07	9,366 15	58,994 27	14,225 00
2d dist....	8,876 31	363 96	7,633 80	25,588 50	1,666 56	1,084 54	7,733 62	52,946 96	10,532 41
Dodge.....	6,604 18	2,117 71	19,188 75	39,545 99	2,307 09	863 68	13,577 19	83,204 50	16,878 45
Door.....	1,304 30	622 13	7,042 98	11,131 17	138 47	350 29	2,975 45	24,564 79	8,242 38
Douglas....	3,373 39	631 73	1,840 00	7,073 00	1,193 00	413 79	5,898 11	19,917 02	2,753 58
Dunn.....	4,315 83	863 19	7,438 50	21,919 06	1,424 24	900 94	4,490 68	41,272 44	12,137 71
Eau Claire..	3,547 20	728 71	5,544 74	18,523 50	2,152 75	747 02	5,132 85	36,876 77	11,941 93
Florence...	766 94	179 34	1,907 50	5,222 25	1,374 61	131 36	2,246 81	11,828 31	4,747 19

## Financial—Disbursements.

## FINANCIAL DISBURSEMENTS — 1893-1894.

COUNTIES — Exclusive of cities under- city super- intendent.	For build- ing and re- pairing.	For apparatus.	For serv- ices of male teachers.	For services of female teachers.	For old indebted- ness.	For school furniture.	For all other pur- poses.	Total amount paid out during the year.	Money on hand June 30, 1894.
Fond du Lac	\$10,096 88	\$1,012 90	\$10,035 50	\$31,029 52	\$1,292 78	\$645 40	\$8,001 25	\$62,114 18	\$16,190 72
Forest.....	2,061 21	197 92	1,055 00	1,977 50	.....	.....	1,199 53	6,485 16	29,579 72
Grant.....	6,227 00	1,497 29	17,100 70	51,785 38	3,309 78	1,009 82	11,821 54	92,751 51	29,178 41
Green.....	2,778 63	618 88	9,509 25	29,239 67	5,457 53	444 21	18,931 37	61,989 54	12,488 47
Green Lake.	1,002 29	238 44	6,421 50	9,813 89	852 84	238 33	2,526 05	21,093 34	7,149 53
Iowa.....	6,451 36	1,033 96	9,309 36	24,982 90	3,739 99	1,061 05	8,008 18	54,636 80	7,392 60
Iron.....	2,445 80	366 70	2,500 00	6,798 62	.....	231 13	3,702 54	16,074 79	5,685 13
Jackson....	2,165 24	527 51	8,448 98	19,656 16	1,605 33	545 33	5,756 39	38,704 94	15,958 80
Jefferson...	4,243 37	1,567 48	12,842 00	84,133 71	4,766 18	606 57	10,715 43	68,874 74	16,153 92
Juneau....	2,805 70	551 97	7,998 78	24,631 70	2,744 41	784 48	7,046 99	46,543 98	10,168 34
Kenosha....	2,010 62	276 80	4,453 56	12,570 03	688 95	293 13	2,457 54	22,650 63	9,182 48
Kewaunee..	1,376 62	801 49	13,704 62	9,900 50	794 43	684 04	4,506 36	31,768 06	7,196 80
La Crosse..	2,222 40	621 97	5,528 90	12,752 00	793 45	389 23	3,044 03	24,931 98	8,308 72
La Fayette.	4,902 37	868 80	10,431 50	29,047 22	1,438 53	779 21	8,708 80	56,191 43	9,991 17
Langlade...	2,335 01	268 86	3,498 00	11,518 95	916 49	496 49	2,432 67	21,456 47	8,639 86
Lincoln....	2,680 92	736 08	2,514 50	7,393 45	39 42	270 43	3,561 88	17,206 48	5,354 00
Manitowoc.	4,432 72	433 96	28,411 00	30,150 00	6,940 66	704 32	13,023 24	84,083 10	20,688 29
Marathon...	6,120 95	1,255 00	15,039 55	22,501 12	2,347 53	1,103 93	7,520 78	55,887 85	27,519 73
Marquette..	2,393 24	422 58	6,659 00	10,123 85	2,092 35	131 96	8,900 94	25,693 42	9,940 82
Marquette..	2,398 77	262 94	3,113 00	10,246 60	600 90	2,209 35	19,251 44	4,438 99	499 88
Milwaukee..	3,793 69	308 65	20,479 85	25,063 50	7,346 90	819 88	13,378 76	70,689 28	18,991 24
Monroe....	2,120 32	563 91	10,451 36	29,218 29	1,882 80	1,933 26	10,142 81	55,451 37	16,318 64
Oconto.....	3,449 75	824 88	4,910 60	12,611 75	1,340 37	752 02	4,296 29	28,185 66	14,847 63
Oneida.....	8,678 81	278 18	2,265 00	9,130 00	.....	298 00	5,127 10	25,777 09	1,985 14

*Financial—Disbursements.*

Outagamie..	6, 673 26	462 63	5, 398 25	23, 694 25	2, 184 16	900 99	8, 297 99	47, 551 53	14, 350 86
Ozaukee....	8, 439 78	352 60	16, 798 00	8, 662 50	4, 638 90	653 40	3, 609 50	48, 149 68	8, 688 30
Pepin.....	1, 606 88	306 35	3, 984 00	8, 315 74	123 00	174 32	2, 613 41	17, 123 70	5, 096 19
Pierce.....	14, 137 09	976 83	11, 842 10	21, 697 65	4, 309 80	975 17	9, 120 22	63, 058 86	17, 045 65
Polk.....	5, 030 36	537 93	5, 798 24	19, 523 55	4, 355 48	932 44	6, 509 78	38, 757 70	18, 673 51
Portage....	5, 700 08	490 19	5, 181 50	16, 262 69	663 81	834 67	5, 438 62	34, 546 58	19, 068 29
Price.....	5, 326 04	765 26	3, 368 00	13, 508 80	1, 020 11	1, 080 15	4, 651 43	29, 699 79	10, 745 67
Racine.....	1, 916 25	434 00	4, 350 00	18, 404 14	1, 138 69	155 88	4, 450 73	29, 849 69	7, 665 59
Richland...	3, 220 32	836 52	10, 415 25	20, 377 50	2, 911 87	630 41	6, 083 93	44, 415 80	11, 824 66
Rock—									
1st dist...	2, 786 23	212 05	5, 550 22	21, 470 50	2, 029 09	313 32	6, 505 86	38, 867 77	10, 584 45
2d dist...	13, 179 90	335 99	3, 750 71	21, 313 50	1, 604 70	731 23	5, 059 86	45, 975 89	8, 478 88
St. Croix...	3, 955 32	1, 049 68	11, 677 20	27, 921 13	1, 453 81	584 07	8, 982 24	55, 824 35	17, 980 63
Sauk.....	4, 081 80	1, 176 74	9, 417 54	31, 532 46	5, 362 27	1, 113 28	7, 433 46	60, 107 55	12, 163 76
Sawyer....	600 00	.....	2, 235 00	5, 935 00	.....	100 00	2, 296 42	10, 561 21	.....
Shawano...	9, 013 06	1, 342 02	5, 644 40	19, 177 58	2, 008 08	1, 234 59	6, 484 01	44, 903 74	18, 808 80
Sheboygan..	4, 409 22	653 59	15, 242 45	22, 866 80	481 61	913 91	6, 637 74	51, 205 32	12, 370 38
Taylor.....	2, 161 44	591 44	3, 442 10	11, 222 47	810 34	266 43	4, 148 07	22, 642 28	10, 972 92
Trempeale'u	5, 748 32	812 86	8, 724 50	19, 058 55	1, 098 54	1, 258 42	7, 590 35	44, 291 54	13, 952 33
Vernon ....	2, 407 91	717 89	10, 938 70	26, 207 10	1, 319 50	769 11	10, 698 70	52, 958 91	14, 265 55
Vilas.....	1, 500 00	320 00	1, 450 00	3, 430 00	2, 220 00	36 28	1, 540 63	23, 996 91	3, 858 92
Walworth...	5, 826 13	814 08	11, 128 65	42, 417 78	7, 749 65	680 01	12, 251 62	80, 867 92	12, 671 87
Washington.	4, 035 36	364 25	3, 495 00	6, 749 76	3, 811 47	133 98	4, 770 27	28, 360 09	4, 325 40
Waukesha..	8, 532 88	630 32	16, 993 75	18, 361 64	3, 473 52	835 97	6, 948 09	54, 776 12	11, 682 08
Waupaca...	4, 928 60	702 04	18, 074 00	39, 221 38	8, 349 78	472 25	12, 841 84	79, 590 28	19, 814 01
Waushara..	4, 886 06	585 13	7, 511 56	24, 776 25	887 53	1, 493 66	6, 170 58	46, 119 55	14, 882 16
Winnebago..	1, 539 23	362 27	3, 869 75	16, 671 49	626 21	393 66	8, 643 42	26, 711 03	8, 214 31
Wood.....	3, 888 66	307 34	4, 890 50	7, 425 25	937 18	835 60	6, 952 68	36, 032 56	10, 028 78
	7, 239 81	542 90	6, 978 25	21, 048 00	5, 443 32	623 80	5, 793 43	47, 769 50	29, 609 87

## Cities—Enrollment and Attendance.

## CITIES UNDER CITY SUPERINTENDENTS, 1893-94.

CITIES.	CHILDREN RESIDING IN CITY.				ENROLLMENT IN SCHOOLS.						Average daily attendance of all pupils.		
	Between 4 and 20.			No. between 7 and 13.	Between 4 and 20 attending public schools.			Un-der 20.	Over 20.	Total No. en-rolled.		Attendance between 7 and 13.	
	Male.	Female	Total.		Male.	Female	Total.					Pub. school 12 weeks or more.	Priv. Sch. 12 weeks or more.
Total .....	106,011	103,312	215,323	90,317	48,234	43,074	95,530	37	225	95,781	82,818	50,449	.....
Antigo .....	754	702	1,456	706	403	379	782	.....	.....	792	611	.....	487
Appleton .....	2,493	2,551	5,044	2,214	1,065	1,025	2,090	.....	.....	2,093	1,156	.....	1,498
Ashland .....	1,821	1,851	3,632	1,460	752	741	1,573	.....	.....	1,543	1,015	.....	1,082
Baraboo .....	693	760	1,453	868	601	745	1,349	.....	.....	1,350	1,015	.....	1,040
Beaver Dam .....	839	863	1,692	818	463	404	866	.....	.....	868	462	.....	675
Beloit .....	1,036	1,118	2,154	872	749	895	1,614	.....	.....	1,619	815	.....	1,213
Berlin .....	728	710	1,438	639	387	373	760	.....	.....	762	381	.....	537
Brodhead .....	191	234	425	185	147	223	370	.....	.....	375	205	.....	247
Chippewa Falls .....	1,454	1,540	2,994	1,361	639	698	1,337	.....	.....	1,375	806	.....	973
Columbus .....	812	323	1,135	883	227	256	483	.....	.....	486	313	.....	323
De Pere .....	455	462	917	373	128	135	263	.....	.....	265	257	.....	248
Eau Claire .....	3,085	3,067	6,152	2,803	1,503	1,857	3,660	.....	.....	3,661	2,304	.....	3,228
Fond du Lac .....	2,279	2,460	4,739	1,760	931	903	1,834	.....	.....	1,834	1,276	.....	3,032
Fort Howard .....	1,018	1,031	2,053	816	331	403	1,234	.....	.....	1,234	302	.....	1,713
Grand Rapids .....	1,870	827	2,697	1,499	360	424	1,834	.....	.....	1,836	376	.....	84
Green Bay .....	1,761	1,747	3,508	1,416	360	424	1,834	.....	.....	1,836	376	.....	83
Hudson .....	438	477	915	416	1,041	1,080	2,131	.....	.....	2,131	1,326	.....	1,213
Janesville .....	2,147	2,179	4,326	1,473	364	356	705	.....	.....	705	667	.....	1,586
Kaukauna .....	1,033	1,037	2,070	1,267	364	356	705	.....	.....	705	667	.....	588
Kenosha .....	1,064	1,066	2,130	938	449	465	914	.....	.....	915	432	.....	682
La Crosse .....	4,658	4,987	9,645	4,170	2,535	2,539	5,065	.....	.....	5,070	3,579	.....	3,711
Madison .....	2,346	2,454	4,800	3,044	1,038	1,073	2,111	.....	.....	2,112	1,426	.....	1,665
Marquette .....	2,077	2,100	4,177	2,118	1,400	1,800	2,760	.....	.....	2,762	1,635	.....	1,267
Menasha .....	856	988	1,844	894	309	344	653	.....	.....	653	385	.....	509
Menomonie .....	1,048	977	2,025	949	711	676	1,387	.....	.....	1,403	799	.....	1,417
Merrill .....	1,210	1,262	2,472	1,133	870	963	1,893	.....	.....	1,898	990	.....	1,170
Milwaukee .....	42,374	43,866	86,240	33,879	16,789	16,249	32,938	.....	.....	32,995	18,836	.....	23,611

*Cities—Enrollment and Attendance.*

Mineral Point .....	496	543	1,039	461	846	389	735	4	739	408	41	693
Neenah .....	1,071	1,85	2,355	1,009	589	604	1,197	...	1,197	868	181	890
New London .....	384	380	784	296	256	260	516	1	517	182	114	315
Oconto .....	1,053	1,023	2,076	995	406	368	774	...	774	504	449	532
Onalaska .....	301	299	600	283	209	211	490	...	42	369	6	318
Oshkosh .....	4,394	4,314	8,578	3,532	1,622	1,559	3,181	4	3,185	1,934	1,498	2,246
Portage .....	4,915	1,085	1,950	818	...	...	950	...	950	505	274	640
Prairie du Chien .....	562	599	1,161	536	262	284	546	1	548	301	382	860
Racine .....	3,887	3,967	7,804	3,524	2,021	2,044	4,065	4	4,073	2,412	978	3,176
Reedsburg .....	311	314	7,625	293	240	222	462	...	462	254	35	361
Rice Lake .....	504	478	992	467	308	270	578	...	582	327	87	314
Ripon .....	518	556	1,074	441	374	393	757	...	758	426	9	81
Sheboygan .....	3,755	3,640	7,395	3,128	1,535	1,693	3,278	8	3,294	1,866	1,225	2,236
Stevens Point .....	1,459	1,667	3,226	1,497	798	768	1,556	...	1,550	524	524	1,130
Sturgeon Bay .....	1,519	508	1,025	453	293	274	557	...	558	316	127	1,198
Superior .....	2,624	2,641	5,365	2,542	2,279	2,278	4,557	14	4,730	2,225	305	2,886
Tomahawk .....	2,354	381	735	478	331	331	662	...	662	373	2	404
Watohawk .....	1,537	1,768	3,305	1,498	554	554	1,140	...	1,140	866	632	864
Wausau .....	2,098	2,043	4,032	838	333	319	652	...	651	324	...	505
Whitewater .....	517	527	1,044	434	...	...	740	...	741	1,757	563	1,519
								1		313	100	545

## Cities—Teachers and Certificates.

## CITIES UNDER CITY SUPERINTENDENTS, 1893-1894.

CITIES.	TEACHERS EMPLOYED.			TEACHERS' SALARIES.		CERTIFICATES GRANTED BY CITY SUPERINTENDENTS.						
	Male.	Female.	Total.	Average to males.	Average to females.	1st Grade.		2nd Grade.		3rd Grade.		Total.
						To males.	To females.	To males.	To females.	To males.	To females.	
Totals.....	226	1,923	2,149	\$1,046	\$425	16	58	10	100	11	474	759
Antigo.....	1	15	16	\$100	\$355	...	...	...	...	...	...	...
Appleton.....	10	44	54	1,075	440	...	...	...	...	...	...	...
Ashland.....	8	33	41	1,100	550	...	...	...	...	...	...	...
Barraboo.....	2	23	25	920	453	...	...	...	...	...	...	...
Beaver Dam.....	1	17	18	1,760	418	1	8	...	...	...	...	...
Beloit.....	1	35	36	1,600	406	...	...	...	...	...	...	...
Berlin.....	3	14	17	1,703	339	...	...	...	...	...	...	...
Brodhead.....	1	8	9	1,000	342	...	...	...	...	...	...	...
Chippewa Falls.....	4	31	35	1,771	418	1	4	...	...	...	...	...
Columbus.....	1	9	10	1,200	374	...	...	...	...	...	...	...
De Pere.....	1	7	8	900	405	...	...	...	...	...	...	...
Eau Claire.....	9	65	74	793	425	1	1	...	...	...	...	...
Fond du Lac.....	3	46	49	960	412	...	...	...	...	...	...	...
Fort Howard.....	1	22	23	1,700	382	...	...	...	...	...	...	...
Grand Rapids.....	1	7	8	1,000	998	...	...	...	...	...	...	...
Green Bay.....	4	33	37	1,063	430	1	3	...	...	...	...	...
Hudson.....	1	14	15	1,200	387	...	...	...	...	...	...	...
Janesville.....	2	46	48	1,232	347	...	...	...	...	...	...	...
Kaukauna.....	4	10	14	832	360	...	...	...	...	...	...	...
Kenosha.....	2	18	20	1,050	472	...	...	...	...	...	...	...
La Crosse.....	10	94	104	1,110	437	2	...	7	...	...	...	...
Madison.....	3	48	51	1,000	500	...	...	...	...	...	...	...
Marquette.....	4	50	54	1,075	500	3	1	...	...	...	...	...
Menasha.....	1	14	15	1,150	389	...	...	...	...	...	...	...
Menomonie.....	1	31	32	946	419	1	...	...	...	...	...	...
Merrill.....	2	31	33	517	332	...	...	...	...	...	...	...
Milwaukee.....	75	603	677	1,300	575	...	...	...	...	...	...	...





*Cities—Private Schools.*

## PRIVATE SCHOOLS—CITIES—1893-1894.

CITIES UNDER CITY SUPERINTENDENTS.	No. of schools.	TEACHERS.		Pupils, 7 to 18, 13 weeks or more.
		Female.	Male.	
Totals .....	116	247	66	13,313
Antigo .....	2			
Appleton .....	5	21	4	1,113
Ashland .....	2	8	1	316
Baraboo .....				
Beaver Dam .....	2	2	1	265
Beloit .....	1	1		20
Berlin .....	2	2	1	200
Brodhead .....				
Chippewa Falls .....	5	19	2	456
Columbus .....	1			
De Pere .....	2	6		196
Eau Claire .....	4	12	3	406
Fond du Lac .....	6		3	
Fort Howard .....				
Grand Rapids .....	2	2	1	88
Green Bay .....	5	15	2	651
Hudson .....				
Janesville .....	2		2	
Kaukauna .....	3	10	4	660
Kenosha .....	3	8	3	471
La Crosse .....	8			964
Madison .....	5			488
Marinette .....	2			
Menasha .....	4	11	1	509
Menomonie .....				
Merrill .....	4	1	3	115
Milwaukee .....				
Mineral Point .....	2	2		
Neenah .....	1		1	181
New London .....	2	3	2	205
Oconto .....	3	11	1	546
Onalaska .....				
Oshkosh .....	8	23	11	1,404
Portage .....	3	6	1	274
Prairie du Chien .....	3	7	1	383
Racine .....	10	21	7	1,041
Reedsburg .....	2		2	181
Rice Lake .....	1	3	1	
Ripon .....	1		1	60
Sheboygan .....	5	17	9	1,325
Stevens Point .....	3	12		534
Sturgeon Bay .....	1	4		127
Superior .....	3	11		225
Tomahawk .....				
Watertown .....	5	7	7	
Waupaca .....				
Wausau .....				
Whitewater .....	3	3	1	100

## Cities under City Superintendents—Financial—Receipts.

## CITIES UNDER CITY SUPERINTENDENTS—RECEIPTS, 1893-1894.

NAMES.	Amount on hand, June 30, 1893.	From taxes for building and repairing	From taxes for teachers' wages.	From general tax for school purposes.	From tax levied by county board	From school fund income.	From all other sources	Total.
Totals.....	\$903,948 68	\$123,004 28	\$3,630 35	\$968,734 48	\$315,928 70	\$276,383 45	\$128,019 59	\$2,608,664 29
Antigo.....	\$1,989 57	.....	.....	86,474 53	\$1,958 17	\$2,715 86	\$1,534 80	\$12,173 85
Appleton.....	5,286 13	.....	.....	36,500 00	6,000 00	6,777 49	10,360 80	91,832 50
Ashland.....	12,839 61	.....	.....	9,385 58	4,038 91	4,039 91	289 60	27,154 70
Baraboo.....	7,832 41	.....	.....	13,975 00	1,997 88	2,112 84	870 42	26,868 95
Beaver Dam.....	5,634 02	.....	.....	9,000 00	2,139 52	480 56	2,479 38	19,793 48
Beloit.....	7,060 25	.....	.....	13,000 00	2,770 85	2,833 41	915 92	26,566 43
Berlin.....	6,593 20	.....	.....	2,500 00	2,013 27	2,330 62	473 98	16,910 47
Brodhead.....	1,603 18	.....	.....	2,580 00	817 01	561 75	430 56	6,415 50
Chippewa Falls.....	14,967 10	.....	.....	.....	5,000 00	5,230 57	14,217 70	3,405 87
Columbus.....	865 47	.....	.....	6,305 50	942 85	811 49	953 40	10,160 31
De Pere.....	3,731 43	.....	.....	2,812 00	1,197 90	282 50	.....	8,023 83
Eau Claire.....	33,437 26	10,000 00	.....	40,000 00	7,750 00	8,177 28	1,113 25	100,336 78
Fond du Lac.....	12,568 51	.....	.....	17,000 00	6,051 06	6,274 77	816 60	42,730 97
Fort Howard.....	.....	.....	.....	8,006 00	2,619 77	2,781 85	681 28	14,082 90
Grand Rapids.....	618 15	.....	.....	4,000 00	2,629 76	903 77	483 51	6,637 19
Green Bay.....	20,851 60	.....	.....	13,133 69	4,004 22	282 50	5,344 35	43,706 36
Hudson.....	3,700 00	.....	.....	7,079 39	1,219 50	1,324 44	100 00	12,423 83
Janesville.....	3,179 84	.....	.....	18,000 00	5,611 62	6,068 86	960 05	33,870 37
Kaukauna.....	.....	.....	.....	.....	.....	.....	.....	.....
Kenosha.....	330 01	.....	.....	13,700 00	3,000 00	3,172 66	4,769 67	28,447 34
La Crosse.....	31,026 77	.....	.....	53,000 00	11,613 51	12,154 65	2,444 84	110,239 80
Madison.....	8,359 79	40,000 00	.....	24,525 32	6,060 00	6,230 49	2,315 1	91,510 70
Marquette.....	1,446 74	.....	.....	23,000 00	5,290 00	7,056 33	133 71	36,916 78
Menasha.....	2,890 14	995 00	4,200 00	1,920 00	2,499 70	3,169 61	1,602 80	26,277 25
Menomonie.....	10,614 83	.....	.....	16,695 84	2,503 75	2,632 58	316 05	32,763 05
Merrill.....	10,130 48	.....	.....	8,848 00	3,300 00	4,578 05	5,851 00	32,207 53
Milwaukee.....	443,972 56	.....	.....	210,204 82	110,000 00	114,650 21	7,293 08	916,122 63
Mineral Point.....	567 61	.....	.....	500 00	1,215 44	555 50	1,320 19	3,658 77
Neenah.....	4,297 28	15,873 20	.....	12,561 11	2,907 09	652 90	824 50	36,617 14
New London.....	1,234 82	.....	.....	3,882 05	1,097 16	246 03	1,129 67	7,589 73
Oconto.....	360 76	.....	.....	1,641 78	2,749 27	2,781 85	83,833 34	48,191 84
Onalaska.....	1,610 31	.....	8,562 85	3,000 00	471 63	827 77	390 00	6,569 71
Oshkosh.....	4,061 47	.....	.....	52,430 35	.....	14,537 04	246 60	71,375 46
Portage.....	2,111 60	.....	.....	4,688 40	2,665 63	2,636 66	437 53	12,479 80

*Cities under City Superintendents—Financial—Receipts.*

CITIES UNDER CITY SUPERINTENDENTS - RECEIPTS, 1893-1894.

NAME.	Amount on hand June 30, 1893.	From taxes for building and repairing.	From taxes for teachers' wages.	From general tax for school purposes.	From tax levied by county board.	From school fund income.	From all other sources.	Total.
Prairie du Chien.....	\$1,140 11	\$2,050 00	.....	\$2,184 58	\$1,483 34	\$1,781 98	\$170 40	\$11,930 42
Racine.....	21,596 33	.....	.....	32,500 00	12,000 00	10,968 31	396 00	80,486 24
Reedsburg.....	2,012 31	.....	.....	4,000 00	836 38	1,113 85	148 72	8,111 26
Rice Lake.....	2,613 45	.....	.....	6,092 14	.....	248 46	284 10	9,238 55
Ripon.....	1,733 72	.....	.....	7,487 18	1,425 89	1,454 61	5,969 56	18,101 35
Sheboygan.....	15,172 36	9,965 06	\$392 50	31,808 37	9,965 06	10,683 66	199 42	81,076 33
Stevens Point.....	9,790 37	12,500 00	.....	18,000 00	3,773 15	.....	1,536 07	46,889 49
Sturgeon Bay.....	1,450 81	.....	.....	3,227 00	1,259 98	.....	85 39	8,320 65
Superior.....	155,921 24	.....	.....	137,100 00	10,165 44	1,597 44	2,433 88	311,698 47
Tomahawk.....	8,176 81	.....	.....	8,488 71	1,000 00	6,052 96	2,667 65	16,351 20
Watertown.....	6,851 47	.....	.....	5,997 26	4,416 94	4,780 80	309 29	22,474 86
Wausau.....	913 27	5,000 00	.....	4,450 07	1,167 70	1,567 08	9,464 56	17,563 69
Whitewater.....	2,748 03	.....	.....	19,002 27	.....	3,801 11	415 20	28,703 43
				8,202 86	1,502 79	1,381 14	.....	14,263 02

## Cities—Financial—Disbursements.

## CITIES UNDER CITY SUPERINTENDENTS—DISBURSEMENTS—1893-1894.

Names.	For building and repairing.	For apparatus and library.	For wages of male teachers.	For wages of female teachers.	For old indebtedness.	For all other purposes.	Total paid out.	Balance on hand June 30, 1894.
Totals.....	\$310,400 33	\$9,424 77	\$268,694 10	\$941,262 72	\$11,026 55	\$372,965 60	\$1,893,853 69	\$804,343 59
Antigo.....	\$103 95		\$1,000 00	\$5,317 00		\$5,259 48	\$11,650 46	\$992 62
Appleton.....	28,838 48	\$1,183 59	2,138 87	19,387 70	\$15,779 37	14,687 43	88,515 41	8,317 05
Ashland.....	1,011 72	88 81	2,587 50	15,104 71		5,661 10	24,733 84	2,390 80
Baraboo.....	1,199 94	170 69	2,540 00	9,073 00		7,519 28	18,501 91	8,307 04
Beaumont.....	1,300 60	100 00	1,680 00	6,500 00		4,130 67	14,606 07	5,187 41
Beloit.....	663 17	75 00	1,840 00	14,143 09		21,327 55	37,388 88	5,268 88
Berlin.....	701 24	950 00	2,110 00	4,652 46		2,672 20	10,475 94	6,434 33
Brodhead.....	418 01	138 91	2,000 00	9,723 75	367 80	5,835 02	5,886 52	1,028 98
Chippewa Falls.....	6,872 60		2,995 00	19,726 83		5,854 55	28,404 28	11,101 09
Columbus.....	71 52		1,300 00	3,373 80		2,900 30	7,573 41	2,186 90
De Pere.....	941 79	455 82	840 00	1,806 00	30 00	2,468 40	6,956 41	1,067 42
Eau Claire.....	29,850 03	340 81	6,818 00	25,819 00	3,000 00	20,319 98	85,043 64	15,488 14
Fort Howard.....	1,266 92	157 80	2,850 00	18,537 50	2,000 00	6,002 92	29,335 21	13,885 76
Grand Rapids.....	1,503 01	75 00	1,748 23	8,366 30		2,388 87	14,082 90	
Green Bay.....	61 79	8 00	1,000 00	2,190 00	1,265 58	5,553 21	5,136 32	1,510 00
Hudson.....	31,264 00	200 00	2,829 00	13,118 88		2,717 00	53,685 32	2,901 33
Janesville.....	800 00	50 00	1,300 00	5,236 00		9,528 00	9,528 00	2,900 33
Kaukauna.....	2,136 11	81 94	2,815 00	18,550 00		5,717 51	29,336 56	4,531 71
Kenosha.....	1,400 00		2,100 00	8,500 00		7,021 16	19,131 16	9,396 18
Kenosha.....	1,724 36	104 10	14,300 00	45,458 02		16,940 05	78,526 53	8,713 27
La Crosse.....	31,751 79	269 61	3,000 00	24,990 92	1,000 00	16,812 75	77,924 07	13,456 63
Madison.....	2,375 48	75 25	2,572 00	20,988 05		10,329 83	37,383 41	6,881 37
Martineau.....	10,678 88	90 00	1,150 00	6,450 00		2,607 00	19,313 88	6,881 37
Menasha.....	4,079 95	218 20	3,785 00	11,050 63		7,898 66	27,132 44	6,680 81
Menomonie.....	8,705 73	231 86	891 00	11,842 32		3,847 79	25,619 69	6,688 84
Merrill.....	10,615 48		97,500 00	337,166 85		99,973 82	545,256 13	370,866 47
Milwaukee.....			1,750 00	4,050 00		2,311 06	8,111 06	547 71
Mineral Point.....	15,544 92	113 97	1,300 00	8,048 12		3,790 89	28,797 40	7,819 74
New London.....	691 25	5 00	1,000 00	3,235 00	76 51	981 12	6,039 88	1,530 85
Oconto.....			3,380 00	5,106 00		2,371 80	10,857 80	87,875 01
Onalaska.....	380 51	193 02	1,282 00	2,800 00		588 00	5,198 56	1,376 15
Oshkosh.....	15,430 85	478 41	12,100 00	30,125 00		9,534 79	67,668 53	3,606 91
Portage.....	66 41	84 52	1,400 00	7,360 00		2,053 29	10,974 22	1,505 86
Prairie du Chien.....	890 56	97 65	1,640 00	2,500 00		970 81	6,069 02	5,721 40

*Cities—Financial—Disbursements.*

## CITIES UNDER CITY SUPERINTENDENTS—DISBURSEMENTS—1893-94—Continued.

NAMES.	For building and repairing.	For appa- ratus and library.	For wages of male teachers	For wages of female teachers.	For old indebted ness.	For all other purposes.	Total paid out.	Balance on hand, June 30, 1894.
Racine.....	1,337 21	212 17	11,650 00	30,836 88	.....	11,125 55	55,171 81	25,314 43
Reedsburg.....	198 05	80 28	1,250 00	3,375 00	.....	831 70	5,735 64	2,375 62
Rice Lake.....	757 61	26 71	1,203 00	8,778 22	.....	1,738 86	7,501 43	1,737 12
Ripon.....	124 77	116 46	1,940 00	5,693 75	1,500 00	8,235 99	17,610 91	490 44
Sheboygan.....	6,147 32	880 64	8,750 00	25,667 50	1,000 00	9,037 89	51,483 05	29,583 28
Stevens Point.....	18,438 35	772 54	2,300 00	13,128 75	1,150 00	4,632 85	40,322 43	5,067 03
Sturgeon Bay.....	239 50	75 23	1,600 00	3,445 50	.....	994 99	6,865 22	1,365 43
Superior.....	56,107 03	.....	5,397 50	67,138 31	5,480 13	47,707 21	183,840 18	127,563 29
Tomahawk.....	714 85	534 27	1,125 00	3,595 00	.....	2,894 50	11,430 98	4,920 22
Watertown.....	302 94	220 54	3,232 00	8,366 28	2,567 83	3,033 22	15,154 98	7,319 88
Wausau.....	9,612 88	27 00	1,100 00	4,272 50	15 00	2,017 69	17,047 69	515 00
Whitewater.....	200 00	300 00	3,887 50	12,729 80	.....	6,786 33	23,703 43	5,000 00
		275 00	2,100 00	7,150 00	50 00	2,413 39	12,188 39	2,474 63



## Free High Schools Having Four Year Courses.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES—1893-94.—Continued.

LOCATION.	Aver- age daily attend.	No. of days taught.	Pupils in English branch- es only	Pu- pils in Latin or Greek.	Aver. age age of pu- pils en- tering.	Aver. age age of those leaving	GRADUATES THIS YEAR.		GRADUATES SINCE OR- GANIZATION OF SCHOOL.		No. of non-resi- dents dur- ing year	Average salary of assist- ants.	Amount of salary of prin- cipals and asst's.	High school ap- portion- ment for 1893.	
							Male.	Fe- male.	Male.	Fe- male.					
Edgerton .....	47	180	35	11	22	15	18	3	3	18	36	19	405	1,610	282 10
Elkhorn .....	50	180	57	25	40	15.5	18	1	6	56	88	40	608	2,515	282 50
Euroy .....	47	180	60	13	17	14	17	4	2	17	27	8	450	1,450	282 50
Evansville .....	68	180	45	13	17	13.5	17	1	2	64	108	16	473	2,145	282 50
Fond du Lac .....	174	200	182	18	32	14.4	18.2	3	14	9	105	58	610	4,600	282 50
Fort Atkinson .....	101	180	27	21	30	15	17.8	10	9	105	166	3	510	3,180	282 50
Fort Howard .....	58	190	27	21	30	15	19	13	11	87	3	3	561	1,832	282 50
Fox Lake .....	29	190	27	7	7	15.5	17.5	2	2	14	31	11	400	1,330	282 50
Grand Rapids .....	67	180	43	29	68	14	18	4	7	44	59	3	450	1,350	282 50
Green Bay .....	104	200	50	58	68	14	19	7	10	35	97	7	584	3,000	282 50
Hartford .....	49	180	47	19	14	16	18	2	2	3	5	28	540	1,840	282 50
Highland .....	11	180	19	8	10	16	17.3	3	3	6	32	3	550	1,900	282 50
Horton .....	60	180	90	10	10	15	19	5	6	36	32	5	550	1,900	282 50
Hudson .....	58	180	140	25	58	15.8	18.1	7	18	71	135	18	563	5,175	282 50
Janesville .....	189	180	140	25	17	13.8	19	2	3	18	29	8	600	1,800	282 50
Jefferson .....	62	200	45	17	13	17	17	1	6	6	9	6	400	1,200	282 50
Juneau .....	48	200	76	11	8	15	17	5	4	8	9	6	485	1,880	282 50
Kankana .....	58	180	71	18	18	15.4	17.6	1	4	34	39	31	600	4,000	282 50
Kenosha .....	78	181	76	20	18	15	17	2	4	34	39	5	833	4,000	282 50
Kewaunee .....	40	200	48	18	15	15.4	17.6	2	4	34	39	5	833	4,000	282 50
Lake Geneva .....	61	177	80	31	45	15	18	2	4	34	39	5	833	4,000	282 50
Lake Mills .....	48	101	55	20	45	14	17.5	4	4	31	48	23	450	1,650	282 50
Lancaster .....	77	175	58	41	32	15.5	18.5	2	7	47	76	15	900	1,900	282 50
Lodi .....	55	177	58	41	32	15	18.5	5	8	66	92	16	475	1,475	282 50
Madison .....	271	180	174	183	145	14	19	12	23	126	230	24	645	8,805	282 50
Marquette .....	76	200	10	20	51	15.5	18	1	2	19	41	13	600	2,000	282 50
Marshfield .....	60	190	74	31	9	14	18	2	6	10	19	13	550	2,070	282 50
Mauston .....	66	190	74	31	9	15.6	20	1	1	19	22	14	550	2,070	282 50
Mayville .....	33	200	10	31	14	18.5	18.5	4	1	19	22	14	600	1,700	282 50
Mazomanie .....	42	176	40	14	14	15.3	19	1	4	35	67	13	470	1,400	282 50
Medina* .....	37	150	48	14	14	17	17	2	7	35	67	6	1,065	1,065	498 00

\*Town school

*Free High Schools Having Four Year Courses.*

Menasha.....	182	14	14.3	15.5	3	7	23	47	8	550	1,700	283 50
Merrill.....	180	40	14	18.6	4	4	23	47	8	500	1,815	283 50
Mineral Point.....	180	47	15	18.6	4	11	23	47	8	500	2,145	283 50
Monroe.....	180	30	13.9	18.5	1	3	9	25	45	515	2,380	283 50
Neenah.....	180	8	14.5	18.5	2	4	31	68	16	583	1,600	283 50
Necedah.....	186	4	13	18	2	6	31	68	16	403	2,010	283 50
Nellsville.....	180	12	15.2	17.5	3	6	14	58	10	485	1,485	283 50
New Lisbon.....	175	19	14.5	17	3	6	10	44	25	500	1,450	283 50
New London.....	180	12	15	18	2	6	10	44	25	460	1,380	283 50
New Richmond.....	177	63	14	17	3	2	28	35	30	460	1,685	283 50
Oconomowoc.....	180	13	15	18	2	3	28	35	30	800	2,080	283 50
Oconto.....	200	39	52	14	3	4	30	32	30	800	1,080	283 42
Ontonagon.....	180	100	0	14.7	2	4	30	32	30	878	283 50	283 50
Oregon.....	180	65	0	15	1	3	7	8	10	510	685	190 68
Plainfield.....	180	37	0	15	1	3	61	41	27	510	1,510	283 50
Plymouth.....	180	34	0	15	0	2	61	41	27	550	2,500	283 50
Portage.....	60	51	21	23	3	5	20	35	24	360	1,160	283 50
Poynette.....	180	45	4	14	1	5	20	35	24	540	1,740	283 50
Prairie du Chien.....	180	48	7	15.3	6	3	20	43	0	360	1,742	283 50
Prairie du Sac.....	180	53	0	14	1	4	21	9	15	450	1,450	283 50
Prescott.....	180	44	12	13	2	4	22	23	8	450	1,450	283 50
Racine.....	200	68	1.6	16.8	13	12	117	289	10	712	5,080	283 50
Reedsburg.....	180	43	.....	17	3	5	38	33	7	585	1,885	283 50
Rhinelander.....	180	46	.....	13.5	2	2	7	11	1	540	1,900	283 50
Rice Lake.....	154	76	25	14.5	4	4	7	9	5	427	1,900	283 50
Richland Center.....	177	6	16	18.2	4	11	37	69	6	450	2,205	283 50
Ripon.....	180	44	4	16	4	1	12	20	6	450	1,410	283 50
River Falls.....	180	43	0	15.8	1	1	12	20	12	450	1,161	283 50
Sauk City.....	175	35	0	15	0	5	15	25	14	405	1,080	283 50
Sharon.....	180	52	0	18	1	0	21	28	17	540	1,540	283 50
Shawano.....	180	43	8	15	4	7	27	90	10	783	4,050	283 50
Sheboygan.....	200	27	5	15	18	3	48	05	.....	500	1,500	283 50
Sheboygan Falls.....	190	40	6	12	5	7	28	72	0	475	1,535	283 50
Shullsburg.....	180	40	12	15.4	18.9	18	70	119	57	635	3,670	283 50
Sparta.....	189	95	17	15.2	19.1	5	28	41	14	540	3,990	283 50
Spring Green.....	189	84	0	17.02	19.2	6	98	51	14	573	3,990	283 50
Stevens Point.....	183	21	105	14.7	18.2	8	52	113	12	425	1,855	283 50
Stoughton.....	169	61	0	16	1	6	20	52	6	550	1,650	283 50
Sturgeon Bay.....	195	7	0	14	9	4	18	26	31	315	1,215	283 50
Sun Prairie.....	27	50	15	18	0	4	18	26	10	472	2,945	283 50
Tomah.....	170	20	15	18	9	11	30	55	30	600	1,800	283 50
Two Rivers.....	31	29	9	17	1	1	38	32	9	405	2,815	283 50
Viroqua.....	180	108	24	15.5	5	7	38	57	53	540	1,740	283 50
Washburn.....	180	51	.....	14	18	1	11	19	2	500	1,500	283 50
Watertown.....	30	37	38	15	.....	1	11	19	14	733	8,900	283 50
Watertown.....	190	110	16	14.5	4	10	63	129	19	600	2,30	283 50
Wauchesa.....	86	9	50	15.8	1	8	37	87	13	427	5,380	283 50
Waupaca.....	180	50	16	14	4	6	48	64	35	427	5,380	283 50



## Free High Schools Having Four Year Courses.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES—Continued.

LOCATION.	Aver- age No. of days attend- taught. ance.	Pupils in English branch only.	Pu- pils in Ger- man. man.	Pupils in Latin or Greek.	Aver- age age of pu- pils en- tering.	Aver- age age of those leaving.	GRADUATES THIS YEAR.		GRADUATES SINCE OR- GANIZATION OF SCHOOL.		No. of non resi- dent pu- pils dur- ing the year.	Average salary of asst- ants.	Amount of salaries of principal and assist- ants.	High school appor- tionment 1888.
							Male.	Fe- male.	Male.	Fe- male.				
Waupun, south.....	109	190	127	0	16	18	5	10	35	58	35	452	2,703	282 50
Waupun, north.....	34	187	42	7	10	13	2	8	15	33	8	390	1,980	212 10
Wausau.....	91	180	73	22	15	15	3	11	11	33	6	525	2,550	282 50
Wausau.....	54	176	41	19	13	15	4	2	26	73	18	500	2,540	282 50
West Bend.....	80	190	72	19	13	14	5	6	27	27	50	500	2,150	282 50
West De Pere.....	33	180	20	12	19	14	2	1	16	33	9	510	1,850	282 50
Weyauwega.....	31	16	40	0	3	14.1	1	2	7	16	12	243	1,918	244 08
Whitewater.....	120	190	94	19	15	18	12	7	11	24	28	567	3,900	282 50
Wonegan.....	48	180	61	0	0	14.1	18	0	21	17	13	360	1,100	282 50

## Free High Schools Having Three Year Courses.

## FREE HIGH SCHOOLS HAVING THREE YEAR COURSES—1893-94.

Location.	Average age daily attend- ance.	No. of days taught.	Pupils in English branch only.	Pup- ils in Ger- man. Greek.	Pupils in Latin or high school.	Average age of pup- ils on leaving high school.	GRADUATES THIS YEAR.		GRADUATES SINCE OR- GANIZATION OF SCHOOL.		No. of non-resi- dent pu- pils dur- ing the year.	Average yearly salary of assist- ants.	Amount of principal and assist- ants.	High school appor- tionment Nov., 1893
							Male.	Fem.	Male.	Fem.				
Totals	1,946	.....	2,353	51	8	.....	139	149	579	889	577	.....	\$57,791	\$14,430 95
Alma	31	180	39	.....	.....	16.	.....	2	12	17	.....	.....	\$900	\$254 25
Almond	23	100	28	.....	.....	14	.....	.....	.....	.....	10	.....	575	63 91
Amherst	21	180	35	.....	.....	18.2	.....	1	8	13	.....	.....	700	183 62
Augusta	40	180	67	.....	.....	15.	3	2	22	24	16	\$450	1,310	282 50
Avoca	17	180	26	.....	.....	20.	.....	.....	12	30	2	.....	540	152 55
Bangor	38	180	43	.....	.....	14.	9	7	17	20	12	.....	860	228 00
Barron	23	190	42	.....	.....	15.	.....	.....	7	10	9	.....	900	279 67
Belleville	33	180	53	.....	.....	16.	2	2	7	9	32	.....	900	240 12
Black Earth	33	180	27	7	.....	13.5	.....	.....	17	20	16	158	1,008	282 50
Bloomington	33	180	38	.....	.....	16.	2	2	7	7	4	.....	1,100	282 50
Bloomer	20	171	26	.....	.....	17.	3	3	28	32	14	360	1,050	282 50
Brandon	20	190	54	.....	.....	14.9	1	2	25	51	18	.....	1,800	228 00
Brillion	43	180	44	.....	.....	15.	3	.....	2	1	5	.....	1,720	228 00
Cadott	16	180	18	.....	.....	13.8	.....	.....	4	20	.....	.....	720	100 68
Cambridge	20	180	33	.....	.....	13.5	10	8	19	15	8	405	900	204 81
Cassville	27	180	63	13	.....	.....	.....	2	14	13	8	.....	900	282 50
Chetek	23	180	57	.....	.....	14.	9	2	14	13	8	.....	630	197 75
Chilton	49	193	57	.....	.....	15.	5	1	38	35	17	500	1,350	282 50
Clinsonville	24	180	31	.....	.....	16.5	9	1	15	26	8	.....	1,800	190 68
Colby	33	170	47	.....	.....	.....	2	2	.....	.....	1	.....	680	190 68
Cuba City	25	180	30	.....	.....	14.	1	1	3	4	6	.....	700	229 30
Ellsworth	32	180	44	.....	.....	18.	1	1	2	1	21	.....	690	203 40
Fairchild	23	179	32	.....	.....	16.6	4	4	3	4	8	.....	900	282 50
Fennimore	71	180	88	.....	.....	15.	8	7	11	15	30	190	910	247 18
Florence	20	200	27	.....	.....	16.	2	3	12	14	2	650	1,780	282 50
Friendship	27	179	39	.....	.....	15.	.....	.....	3	1	6	.....	675	152 55
Glenbeulah	21	180	33	.....	.....	14.	3	3	.....	.....	10	.....	1,400	190 68
Glenwood	23	180	39	.....	.....	17.	.....	.....	.....	.....	1	50	1,720	197 75
Hazel Green	27	180	39	5	.....	15.	4	3	26	44	19	.....	.....	.....

## Free High Schools Having Three Year Courses.

## FREE HIGH SCHOOLS HAVING THREE YEAR COURSES—1893-94.—Continued.

LOCATION.	Average age daily attendance.	No. of days taught	Pupils in English as only.	Pupils in Latin or Greek.	Average age of pupils on entering high school.	GRADUATES THIS YEAR.		GRADUATES SINCE ORGANIZATION OF SCHOOL.		No. of non-resident pupils during the year.	Average yearly salary of assistant-principals and assistants.	Amount of salaries of principal and assistant-principals.	High school appropriation Nov. 1893.
						Male.	Fem.	Male.	Fem.				
Hillsborough	14	180	31	...	14.1	1	4	9	22	5	...	750	190 68
Humbird	33	180	44	...	13.1	1	2	7	8	10	...	540	190 68
Hurley	26	180	41	...	13.5	1	...	...	6	...	600	5,800	282 50
Kiel	23	200	29	...	13.1	2	4	...	...	...	400	1,200	254 25
Linden	25	180	...	...	13.1	3	4	8	19	6	...	600	177 97
Lone Rock	30	180	46	...	16.1	...	2	3	...	7	...	585	165 28
Manawa*	21	180	31	...	17.1	...	...	...	...	...	...	630	292 50
Medford	39	180	32	22	14.5	2	4	9	19	...	450	1,400	252 10
Merrillan	30	...	36	...	13.1	2	4	...	...	5	...	705	213 40
Middleton	96	160	16	4	13.1	2	...	...	...	...	...	600	188 52
Milton Junction	24	180	23	...	14.1	...	3	3	16	6	158	1,008	197 75
Mondovi	31	180	50	...	15.1	...	...	7	17	21	405	1,215	190 68
Montello	40	180	48	...	13.1	3	2	80	23	8	...	675	169 50
Montfort	34	180	63	...	13.1	...	...	...	...	...	...	490	192 10
Mount Hope	...	160	33	...	14.8	4	1	14	13	19	...	600	152 55
Muscoda	29	180	37	...	14.1	1	2	14	14	11	...	675	190 68
Oakfield	38	180	50	...	13.1	...	...	9	16	24	...	720	177 97
Oakwood	24	198	32	...	15.1	2	...	14	12	8	...	700	211 57
Oel	33	180	42	...	14.5	3	4	9	20	5	405	1,705	282 50
Pekin	27	150	31	...	14.1	...	...	12	17	9	...	720	198 88
Peshigo	28	200	42	...	14.2	3	6	5	16	2	600	1,550	282 50
Pewaukee	20	180	23	...	14.1	6	1	12	17	2	...	5,112	254 25
Phillips	32	180	39	...	12.1	...	...	...	...	...	...	5,112	282 50
Platteville	32	180	46	...	14.1	5	1	5	5	1	380	1,560	282 50
Port Washington	35	200	...	...	...	...	...	...	...	2	...	900	240 12
Potosi	23	180	17	...	13.1	...	8	...	...	...	270	590	379 67
Sextonville	27	140	22	...	16.1	4	1	22	13	2	210	700	197 75
Seymour	41	180	51	...	16.1	4	1	5	5	17	...	675	190 68
Snell Lake	31	...	43	...	13.3	4	8	9	3	...	...	1,110	268 37
South Milwaukee	30	180	26	...	15.8	...	...	...	...	...	860	1,210	208 40
Stockbridge	24	119	33	...	...	2	1	2	4	8	...	450	127 12
Unity	25	180	42	...	14.1	...	1	9	12	10	...	540	190 68

\* Town school.

*Free High Schools Having Three Year Courses.*

28	1801	17	9	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
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*High Schools Not Aided by the State.*

HIGH SCHOOLS NOT AIDED BY THE STATE—1893-94.

Location.	Aver- age daily attend- ance.	No. of days taught.	Pupils in English branch- es only.	Pu- pils in Ger- man.	Pupils in Latin or Greek.	Aver- age age of pu- pils en- ter- ing high school.	GRADUATES THIS YEAR.		GRADUATES SINCE ORGANIZA- TION OF SCHOOL.		No. of non-resi- dent pupils during the year.	Average yearly salary of assist- ants.	Amount of yearly salaries of principal and assist- ants.
							Male.	Fem.	Male.	Fem.			
La Crosse.....	208	197	5	84	177	14.9	10	14	62	127	6	\$710	\$6,410
Manitowoc, north.....	76	200	59	8	34	14.0	4	1	...	...	6	725	3,050
Manitowoc, south.....	40	200	12	36	...	14.0	2	2	...	...	7	650	2,080
Milwaukee, east.....	607	205	220	270	118	15.7	47	51	238	476	19	900	20,400
Milwaukee, south.....	211	200	103	92	63	15.0	...	...	...	...	11	1,300	9,400
Oshkosh.....	149	200	87	48	55	15.0	5	5	80	180	14	788	7,000

NOTE.—This table does not adequately represent the high school work done without state aid, as many schools have not reported.

*Apportionment of the School Fund Income.*

## APPORTIONMENT OF THE SCHOOL FUND INCOME.

COUNTIES.	NOVEMBER, 1892 AND JUNE, 1893.			JUNE, 1894.	
	Children June 30, 1892.	Apportion- ment \$1.046 per capita.	Apportion- ment \$303 per capita.	Children June 30, 1893.	Apportion- ment \$1.357 per capita.
Total .....	623,624	\$352,994 45	\$188,969 40	625,780	\$866,694 55
Adams .....	2,633	\$2,754 11	\$797 79	2,598	\$3,525 48
Ashland .....	5,175	5,371 21	1,555 00	4,984	6,695 43
Barron .....	6,193	6,477 87	1,876 47	6,630	8,996 43
Bayfield .....	1,906	1,993 67	577 51	2,353	3,190 02
Brown .....	15,800	16,537 26	4,790 43	16,049	21,775 77
Buffalo .....	6,097	6,577 46	1,847 39	6,073	8,241 06
Burnett .....	1,889	1,975 89	572 36	1,986	2,695 00
Calumet .....	6,716	7,024 93	2,034 91	6,890	9,349 73
Chippewa .....	9,754	10,202 63	2,955 46	9,449	12,832 29
Clark .....	7,151	7,479 94	2,166 75	7,461	10,124 57
Columbia .....	9,702	10,136 78	2,951 23	9,495	12,884 71
Crawford .....	6,234	6,520 76	1,888 90	6,101	8,270 65
Dane .....	20,278	21,210 78	6,144 22	20,269	27,505 02
Dodge .....	15,970	16,704 62	4,838 91	15,806	21,448 74
Door .....	6,587	6,890 00	1,995 66	6,690	9,478 33
Douglas .....	5,073	5,306 35	1,537 11	5,510	7,477 07
Dunn .....	8,529	8,921 33	2,584 29	8,614	11,689 19
Eau Claire .....	10,706	11,198 47	3,243 91	10,597	14,787 29
Florence .....	401	837 84	242 70	768	1,042 17
Fond du Lac .....	15,732	16,455 67	4,766 79	15,920	21,603 44
Forest .....	214	223 84	64 84	293	397 40
Grant .....	13,178	13,784 18	3,992 93	13,069	17,761 77
Green .....	7,669	8,021 77	2,323 70	7,526	10,212 78
Green Lake .....	5,374	5,621 20	1,628 32	5,108	7,474 25
Iowa .....	7,598	8,261 30	2,393 05	8,027	10,892 63
Iron .....	6,077	6,293 78	1,829 15	6,072	8,239 70
Jackson .....	11,985	12,536 31	3,631 45	13,047	16,107 59
Jefferson .....	6,146	6,287 71	1,862 23	6,607	8,965 69
Juneau .....	5,083	5,316 81	1,540 14	5,497	7,459 42
Kenosha .....	6,932	7,250 87	2,100 39	7,051	9,568 20
Kewaunee .....	13,591	14,216 18	4,118 07	14,031	19,040 06
La Crosse .....	7,039	7,362 79	2,182 81	6,969	9,497 64
Langlade .....	3,235	3,383 81	980 20	3,295	4,471 31
Lincoln .....	4,402	4,604 49	1,333 80	4,948	6,714 43
Manitowoc .....	15,021	15,711 66	4,551 36	14,974	20,335 99
Marathon .....	12,625	13,205 74	3,865 84	13,209	17,921 04
Marinette .....	7,300	7,635 60	2,211 90	7,861	10,667 37
Marquette .....	3,997	4,180 86	1,211 09	3,890	5,007 33
Milwaukee .....	85,232	93,336 67	27,037 29	94,777	128,612 38
Monroe .....	8,797	9,201 66	2,665 49	8,801	11,942 95
Oconto .....	6,370	6,663 02	1,930 11	6,527	8,857 13
Oncida .....	1,775	1,856 65	572 82	1,613	2,093 14
Outagamie .....	15,033	15,724 51	4,554 99	1,559	2,152 91
Ozaukee .....	6,058	6,336 66	1,835 57	6,127	8,314 33
Pepin .....	2,614	2,734 21	792 04	2,626	3,563 46
Pierce .....	7,653	8,005 03	2,318 85	8,122	11,041 55
Polk .....	5,240	5,481 04	1,587 72	5,457	7,406 14
Portage .....	9,597	10,039 50	2,908 19	9,853	13,370 52
Price .....	1,785	1,867 11	540 85	1,819	2,604 08
Racine .....	13,442	14,360 53	4,133 52	12,890	17,491 73
Richland .....	6,898	7,215 30	2,090 99	6,790	9,214 03
Rock .....	14,603	16,074 73	4,434 70	14,922	20,249 14
St. Croix .....	8,649	9,037 29	2,633 67	8,702	11,908 61
Sauk .....	11,304	11,823 98	3,435 11	11,210	15,211 97
Sawyer .....	634	658 56	191 80	536	725 99
Shawano .....	7,913	8,276 99	2,397 63	8,040	10,910 28
Sheboygan .....	16,467	17,234 48	4,989 50	17,231	23,382 46
Taylor .....	2,697	2,821 06	817 19	2,805	3,806 58

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*Apportionment of the School Fund Income.*


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**APPORTIONMENT OF THE SCHOOL FUND INCOME — Continued.**


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COUNTIES.	NOVEMBER, 1892, AND JUNE, 1893.			JUNE, 1894.	
	Children June 30, 1892.	Apportion- ment \$1.046 per capita.	Apportion- ment \$.303 per capita.	Children June 30, 1893.	Apportion- ment \$1.357 per capita.
Trempealeau.....	7,449	\$7,791 65	\$2,257 04	7,618	\$10,330 84
Vernon.....	9,768	10,217 32	2,959 70	9,751	13,232 10
Vilas.....				490	664 98
Walworth.....	7,812	8,171 35	2,367 03	7,834	10,620 73
Washburn.....	948	991 60	287 24	1,085	1,472 34
Washington.....	8,761	9,164 00	2,654 58	8,886	12,058 20
Waukesha.....	10,426	10,905 59	3,159 07	10,500	14,248 49
Waupaca.....	10,048	10,510 20	3,044 54	10,189	13,863 10
Wausara.....	5,163	5,400 49	1,664 38	5,219	7,082 18
Winnebago.....	18,237	19,075 90	5,525 81	18,699	25,374 54
Wood.....	7,438	7,780 14	2,253 71	7,673	10,412 26

*Teachers' Institutes.*

## TEACHERS' INSTITUTES—1893-94.

COUNTIES.	NUMBER ATTENDING INSTITUTES.			Days of institute.	Average daily attendance.	Average number months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal School.	High School.	Common School only.
Totals .....	1,301	5,004	6,305	307	72	27	282	1,114	3,337	1,629
Adams.....										
Ashland .....	1	35	36	5	33	22	.....	1	12	23
Barron .....	3	53	56	3	54	.....	3	14	22	17
Barron .....	17	40	57	2	.....	18	2	8	44	3
Bayfield .....	12	64	76	4	.....	15	3	7	56	10
Brown .....	2	39	31	3	.....	36	6	7	17	1
Brown .....	25	84	109	5	28	59	1	28	58	22
Buffalo .....	15	45	60	5	94	21	3	12	31	14
Burnett .....	7	34	41	4	47	7	1	7	5	28
Calumet .....	17	59	76	2	36	27	.....	36	30	9
Chippewa .....	14	126	140	5	72	26	1	11	87	41
Clark .....	16	64	80	5	121	21	2	8	31	39
Columbia .....	7	110	118	5	67	.....	2	16	53	15
Crawford .....	16	82	98	5	100	23	3	6	23	67
Dane, 2d dist. ....	9	91	100	4	86	23	16	6	71	7
Dane .....	8	83	91	4	61	33	4	20	55	6
Dodge .....	51	91	142	2	132	24	17	10	108	7
Door .....	21	57	78	5	72	28	1	6	24	40
Dunn .....	21	126	147	5	136	23	10	22	46	73
Eau Claire .....	8	40	48	5	88	18	1	.....	44	3
Fond du Lac .....	14	120	134	5	111	35	9	59	52	14
Fond du Lac .....	13	50	63	2	48	.....	4	11	40	5
Grant .....	17	103	120	5	84	13	5	32	62	21



## Teachers' Institutes.

## TEACHERS' INSTITUTES—1893-94—Continued.

COUNTIES.	NUMBER ATTENDING INSTITUTES.		Days of institute.	Average daily attendance.	Average number months taught.	NUMBER HAVING ATTENDED			
	Male.	Female.				College.	Normal School.	High School.	Common School only.
Green.....	17	76	93	73	24	.....	6	60	27
Green Lake.....	4	44	48	44	29	2	4	15	27
Iowa.....	9	110	119	83	21	3	10	97	9
Iron.....	8	25	28	26	22	1	6	20	24
Jackson.....	13	87	100	89	26	6	8	62	24
Jefferson.....	24	88	112	97	22	3	43	59	7
Juneau.....	8	110	118	117	20	4	13	96	5
Kenosha.....	15	61	76	62	25	8	30	16	21
Kewaunee.....	25	21	46	33	36	.....	18	18	10
La Crosse.....	24	64	88	40	23	3	5	79	1
La Fayette.....	11	64	75	42	20	8	16	41	10
Langlade.....	10	52	62	60	36	1	15	44	2
Lincoln.....	3	47	50	30	38	.....	4	36	10
Manitowoc.....	66	80	136	136	.....	4	33	49	48
Marathon.....	28	102	130	121	29	3	11	82	34
Marquette.....	14	33	49	47	58	2	22	23	3
Marquette.....	13	36	49	35	30	3	8	37	1
Milwaukee.....	38	58	96	85	37	3	55	30	8
Oconto.....	7	49	46	27	24	.....	7	26	13
Oneida.....	3	26	29	25	28	6	5	18	.....
Outagamie.....	14	128	142	116	49	18	29	69	25
Ozaukee.....	37	36	73	64	39	2	36	20	15
Pepin.....	11	51	62	55	20	2	4	25	81
Pierce.....	38	88	126	108	23	3	34	27	62
Polk.....	16	79	95	76	16	5	7	9	74

*Teachers' Institutes.*

Polk .....	16	30	46	5	40	17	0	5	27	12
Portage .....	14	50	64	5	40	20	2	5	21	36
Portage .....	14	101	115	2	101	37	8	15	67	30
Price .....	7	43	49	5	86	25	2	11	41	5
Racine .....	13	71	84	5	78	20	7	16	15	.....
Racine .....	10	95	105	2	97	15	13	20	69	2
Racine .....	40	112	152	5	126	21	2	12	94	45
Richland .....	7	39	46	5	37	23	6	11	24	5
Rock, 1st .....	8	39	42	5	30	34	6	10	20	6
Rock, 2d .....	19	51	70	3	50	40	4	11	22	11
Rock, 1st .....	58	85	148	2	.....	28	7	43	52	41
St. Croix .....	11	140	151	5	135	25	3	14	84	51
Sauk .....	30	94	124	5	120	30	5	8	91	20
Sauk .....	9	45	55	4	46	15	4	2	28	12
Shawano .....	35	82	117	5	98	14	2	13	75	23
Sheboygan .....	13	53	66	2	62	52	3	28	83	2
Sheboygan .....	7	41	48	5	44	15	.....	4	32	12
Taylor .....	18	64	82	5	65	20	9	9	12	52
Trempealeau .....	19	44	83	4½	53	39	.....	2	44	17
Vernon .....	72	214	286	4½	221	20	8	6	158	14
Walworth .....	29	113	142	5	.....	27	4	34	93	11
Washington .....	39	76	115	5	102	.....	5	50	50	8
Waupaca .....	9	56	65	5	60	.....	2	7	30	24
Waushara .....	8	65	73	5	71	19	1	3	22	48
Winnebago .....	13	82	101	8	95	.....	5	34	35	5
Wood .....	22	73	94	4½	76	29	5	9	61	18

*Colleges, Academies, and Seminaries.*

**COLLEGES, ACADEMIES AND SEMINARIES, 1894.**

CORPORATE NAME.	LOCATION.	When founded	RELIGIOUS DENOMINATION.	PRESIDENT OR PRINCIPAL.
Carroll College .....	Waukesha....	1846	Presbyterian .....	Walter L. Rankin.
Ev. Luth. Concordia College .....	Milwaukee....	1881	Lutheran .....	I. Strasen.
Evansville Seminary....	Evansville....	1865	Free Methodist.....	C. W. Coleman.
German Eng. Academy....	Milwaukee....	1851	None .....	Emil Dapprich.
Marquette College.....	Milwaukee....	1864	Roman Catholic.....	L. Bushart, S. J.
Milton College.....	Milton.....	1844	Seven Day Baptist...	W. C. Whitford.
Nashotah House.....	Nashotah....	1842	Episcopal.....	Isaac L. Nicholson.
Nat. Ger. Am. Teacher's Seminary.....	Milwaukee....	1878	None.....	Emil Dapprich.
North Western University.....	Watertown....	1895	Lutheran .....	John Bading.
Racine College.....	Racine.....	1833	Episcopal.....	Arthur Piper, Jr.
Ripon College.....	Ripon.....	1855	None .....	Rufus C. Flagg.
St. Catherine's Academy.....	Racine.....	1866	Roman Catholic.....	Mother M. Hyacinthe.
St. Mary's Institute....	Pra. du Chien	1872	Roman Catholic.....	
Stoughton Academy.....	Stoughton....	1888	None.....	K. A. Rasperg.
Mission House of the Reformed Church.....	Franklin.....	1859	Reformed.....	H. A. Muehlmeier.
Univ. of our Lady of Sacred Heart .....	Watertown....	1872	Catholic.....	J. O' Keffe.

**COLLEGES, ACADEMIES AND SEMINARIES, 1894 — Continued.**

CORPORATE NAME.	STUDENTS DURING YEAR.			WHOLE NO. OF GRADUATES.			GRADUATES THIS YEAR.		
	Male.	Fem.	Total	Male.	Fem.	Total	Male.	Fem.	Total
Total.....	1473	779	2,252	1,041	688	1,760	102	38	175
Carroll College .....	83	59	142	107	74	181	10	2	12
Ev. Luth. Concordia College .....	227		227			31			31
Evansville Seminary.....	140	113	253	49	39	88	9	6	14
German Eng. Academy.....	130	105	235	312	281	593	11	9	20
Marquette College.....	236		236	78		78	8		8
Milton College.....	95	100	195	135	112	247	2	3	5
Nashotah House.....	37		37	260		260	6		6
Nat. Ger. Am. Teacher's Seminary.....	10	23	33	33	54	87	3	4	7
North Western University.....	156	12	168	12		12	12		12
Racine College.....	40		40				5		5
Ripon College.....	104	117	219	4	5	9	3	2	5
St. Catherine's Academy.....		163	163						4
St. Mary's Institute.....		85	85		97	97		7	7
Stoughton Academy.....				51	26	77	15	6	21
Mission House of the Reformed Church.....	97		97				10		10
University of our Lady of Sacred Heart .....	120		120				8		8

*Colleges, Academies, and Seminaries.*

## COLLEGES, ACADEMIES AND SEMINARIES, 1894—Continued.

CORPORATE NAME.	In Eng- lish Course.	In Clas- sic Course.	In Nat- ural Science	Prepar- ing for College	LIBRARY.	
					No. of Vols.	Vols. pur- ch'd this year
Total.....	762	824	379	386	56,862	1,748
Carroll College.....		53		27	500	
Ev. Luth. Concordia College.....		227			700	75
Evansville Seminary.....	100	8	99	40	410	48
Ger. Eng. Academy.....		60	26		1,000	
Marquette College.....	61	179	25		9,000	50
Milton College.....	75	50	75	80	3,650	663
Nashotah House.....					10,000	200
Nat. Ger. Am. Teachers' Seminary.....	33		33		1,000	
North Western University.....	50	118		52	3,122	122
Racine College.....	40	15			10,000	100
Ripon College.....	129	36	13	128	7,000	100
St. Catherine's Academy.....	100		20		2,580	
St. Mary's Institute.....	75		60			
Stoughton Academy.....					400	
Mission House of the Reformed Church.....		54		34	5,000	200
Univ. of our Lady of Sacred Heart.....	100	25	12	20	2,000	200

## COLLEGES, ACADEMIES AND SEMINARIES, 1894—Continued.

CORPORATE NAME.	APPRAISED VALUE.				
	Of site.	Land not including site.	Of build- ings.	Of appa- ratus, &c	Of en- dowment
Total.....	\$162,300	\$533,000	\$291,550	\$13,400	\$518,474
Carroll College.....	\$25,000		\$15,000	\$3,000	\$19,520
Ev. Luth. Concordia College.....	100,000		40,000	1,200	
Evansville Seminary.....	2,000		1,400	200	1,628
German Eng. Academy.....	80,000			6,000	8,000
Marquette College.....	100,000		20,000		
Milton College.....	3,000	\$1,000	28,000	8,000	38,743
Nashotah House.....	22,500		60,000		100,000
Nat. Ger. Am. Teacher's Seminary.....	80,000	5,000		6,000	
North Western University.....	12,000		52,000	10,000	108,217
Racine College.....	15,000				
Ripon College.....	10,000	45,000	75,000	10,000	255,366
St. Catherine's Academy.....	12,000	16,000			
St. Mary's Institute.....					
Stoughton Academy.....	800	7,000	150		
Mission House of the Reformed Church.....					
Univ. of our Lady of Sacred Heart.....					

*Colleges, Academies, and Seminaries.*

## COLLEGES, ACADEMIES AND SEMINARIES, 1894—Continued.

CORPORATE NAME.	RECEIPTS.			
	Contributions.	From funds and endowment.	Tuition and fees.	Total.
Total .....	\$161,051	\$26,178	\$40,946	\$87,328
Carroll College .....	\$2,048	\$900	\$2,800	\$5,750
Ev. Luth. Concordia College .....	17,984		140	
Evansville Seminary .....	693		1,498	2,711
German Eng. Academy .....	8,600	300	8,300	12,200
Marquette College .....			7,000	
Milton College .....	526	1,487	2,523	4,536
Nashotah House .....	30,000	6,000		
Nat. G. & F. Am. Teacher's Seminary .....	3,790	5,491		9,282
North Western University .....	12,500		1,050	13,550
Racine College .....			12,000	12,000
Ripon College .....	90,000	12,000	3,685	15,685
St. Catherine's Academy .....				
St. Mary's Institute .....				
Stoughton Academy .....				
Mission House of the Reformed Church .....			1,950	11,312
Univ. of our Lady of Sacred Heart .....				

## COLLEGES, ACADEMIES AND SEMINARIES, 1894—Continued.

CORPORATE NAME.	DISBURSEMENTS.			
	Paid for instruction.	Building and repair.	Incidental.	Total.
Total .....	\$39,779	\$25,615	\$12,674	\$98,718
Carroll College .....	\$5,400		\$1,050	\$6,450
Ev. Luth. Concordia College .....	7,950	\$2,634	6,755	17,339
Evansville Seminary .....	1,701	3,700		8,129
German Eng. Academy .....	6,900	2,700		9,600
Marquette College .....	1,400			
Milton College .....	3,618	71	1,118	4,838
Nashotah House .....				
Nat. Ger. Am. Teacher's Seminary .....	6,185	1,630	996	8,762
North Western University .....	7,470	1,230	411	9,111
Racine College .....	2,000			12,000
Ripon College .....	12,000	650	2,344	14,994
St. Catherine's Academy .....		13,000		
St. Mary's Institute .....				
Stoughton Academy .....				
Mission House of the Reformed Church .....	5,204			12,485
Univ. of our Lady of Sacred Heart .....				

*Private Summer Schools.*

## PRIVATE SUMMER SCHOOLS—1894.

PLACE.	Principal teacher.	No. of we'ks	En- rolled	No. who had tau't.	HOLDING CERT'S			Aver- age at- tend- ance.	Tui- tion per week.
					1st. grade	2nd. grade	3rd. grade		
Total .....		2,731	1,783	84	325	1,303	2,309	.....	
Athens .....	F. A. Strupp .....	4	60	43	2	3	26	50	\$1 25
Ahnapee .....	J. Bridgman .....	5	18	8	0	0	12	16	1 00
Arcadia .....	T. C. Salt .....	5	54	45	5	15	29	51	80
Bailey's Harbor .....	J. C. Langemak .....	4	40	31	.....	9	22	38	1 00
Barron .....	T. H. Lage .....	6	60	35	.....	4	33	45	1 00
Black River Falls .....	F. B. Dell .....	7	110	78	6	20	52	105	75
Centralia .....	G. W. Paulus .....	4	68	44	2	5	38	57	1 00
Chippewa Falls .....	J. Seidenburg .....	6	80	40	2	3	35	70	1 00
Clear Lake .....	W. H. Flemming .....	6	31	9	0	0	10	28	1 00
Darlington .....	M. M. Warner .....	4	35	30	6	14	10	35	1 25
Deerfield .....	E. C. Meland .....	5	31	19	.....	7	17	27	1 00
De Pere .....	F. W. Meisnest .....	4	101	63	.....	13	61	90	1 00
Dodgeville .....	Geo. Beck .....	5	64	35	3	3	28	38	1 00
Durand .....	Mrs. H. L. Peck .....	6	47	24	1	3	23	42	7 75
Elkhorn .....	J. T. Edwards .....	5	62	50	.....	.....	.....	57	1 00
Ellsworth .....	J. F. Shaw .....	6	122	75	10	40	50	112	1 00
Fond du Lac .....	W. H. Ferber .....	6	89	48	.....	7	41	71	1 00
Hammond .....	F. W. Bixby .....	5	107	71	5	21	60	81	1 00
Horicon .....	L. S. Keeley .....	5	86	64	1	13	50	82	1 50
Hortonville .....	W. A. Hayes .....	5	60	40	1	6	38	51	1 00
Jefferson .....	F. S. Heyer .....	5	53	45	.....	6	41	.....	1 00
Manitowoc .....	C. E. Patzer .....	4	40	23	.....	3	37	39	1 50
Mauston .....	W. L. Morrison .....	5	25	15	.....	1	14	23	1 00
Medford .....	J. Matheson .....	4	90	70	3	15	52	87	90
Menomonie .....	J. T. Florin .....	6	129	79	9	10	57	98	1 00
Mondovi .....	Henry D. Kneip .....	5	29	19	.....	2	22	26	1 00
Monroe .....	L. E. Gettle .....	4	33	23	.....	4	19	28	1 25
Neillsville .....	H. E. Bolton .....	5	71	48	2	5	43	68	1 00
Oconomowoc .....	O. J. Schuster .....	5	66	25	6	16	19	64	1 00
Portage .....	Chester W. Smith .....	5	80	48	2	8	34	74	1 00
Princeton .....	C. D. Kipp .....	3	69	48	4	6	46	55	50
Shawano .....	L. D. Roberts .....	2	57	37	1	5	31	48	50
Sparta .....	A. R. Smith .....	5	105	75	4	12	64	104	1 00
Spring Green .....	J. D. Rouse .....	6	66	46	.....	.....	50	60	75
Stiles .....	E. J. Johnson .....	5	13	3	.....	.....	3	7	90
Washburn .....	H. W. Rood .....	4	15	9	3	3	3	11	1 00
Waterloo .....	H. A. Whipple .....	4	22	11	.....	3	9	21	1 25
Wautoma .....	Chas. Taylor .....	6	59	41	.....	.....	.....	48	1 00
Wauzeka .....	Edwin E. Brindley .....	5	105	72	.....	17	53	93	1 00
West Bend .....	L. E. Amidon .....	4	93	59	1	8	50	70	1 00
Westfield .....	Wm. F. Sell .....	6	56	30	3	5	20	40	1 00
Weyauwega .....	F. S. Grubb .....	5	130	100	.....	.....	.....	104	50

*Parochial Schools.*

REPORT OF LUTHERAN PAROCHIAL SCHOOLS OF THE  
EVANGELIC LUTHERAN SYNOD OF IOWA AND OTHER  
STATES.

WISCONSIN DIST., 1893-94—By FR. LUTZ.

COUNTIES.	School weeks.	No. of teachers.	Children between 4 and 20.	Children between 7 and 13.	Teachers wages.	ENGLISH INSTRUCTION?	
						No.	Yes.
Chippewa.....	22	1	74	33	\$80 00	1	.....
Dane.....	104	5	582	299	585 00	3	2
Dodge.....	66	2	151	82	.....	1	1
Douglas.....	24	2	96	69	50 00	1	1
Dunn.....	40	1	276	132	450 00	.....	1
Eau Claire.....	65	3	610	365	530 00	2	1
Fond du Lac.....	43	2	369	185	103 50	1	1
Grant.....	38	1	184	85	200 00	.....	1
Jefferson.....	120	4	785	351	750 00	1	2
Marquette.....	17	1	200	145	300 00	1	.....
Ozaukee.....	70	2	366	172	525 00	1	1
Pepin.....	9	1	82	52	25 00	1	.....
Richland.....	13	2	154	84	50 00	2	.....
Sauk.....	68	3	470	218	303 00	3	.....
Waushara.....	40	2	356	305	120 00	.....	2
Winnebago.....	33	2	221	163	400 00	.....	2
Totals.....	772	34	4,976	2,740	4,471 50	18	15

These children also attend the public school.

*Penal Fines.*

## PENAL FINES 1893.

Adams.....	\$ 98	Manitowoc.....	\$152 55
Ashland.....	218 66	Marathon.....	114 50
Barron.....	172 48	Marinette.....	208 74
Bayfield.....	735	Marquette.....	4 90
Brown.....	468 44	Milwaukee.....	441 00
Buffalo.....	80 38	Monroe.....	287 14
Burnett.....		Oconto.....	85 28
Calumet.....	97 02	Oneida.....	290 08
Chippewa.....	271 46	Outagamie.....	140 14
Clark.....	145 87	Ozaukee.....	341 04
Columbia.....	755 93	Pepin.....	10 78
Crawford.....	65 66	Pierce.....	394 94
Dane.....	722 06	Polk.....	90 16
Dodge.....	60 76	Portage.....	208 72
Door.....	40 18	Price.....	151 90
Douglas.....	465 46	Racine.....	645 94
Dunn.....	232 26	Richland.....	177 87
Eau Claire.....	194 04	Rock.....	3,912 29
Florence.....	176 40	St. Croix.....	342 13
Fond du Lac.....	503 72	Sauk.....	465 01
Forest.....	22 54	Sawyer.....	76 44
Grant.....	562 46	Shawano.....	106 82
Green.....	220 65	Sheboygan.....	465 50
Green Lake.....	108 29	Taylor.....	104 37
Iowa.....	260 95	Trempealeau.....	141 12
Iron.....	92 12	Vernon.....	217 56
Jackson.....	161 70	Vilas.....	108 78
Jefferson.....	289 13	Walworth.....	219 03
Juneau.....	180 32	Washburn.....	21 07
Kenosha.....	654 64	Washington.....	145 04
Kewaunee.....	16 66	Waukesha.....	164 64
La Crosse.....	519 40	Waupaca.....	1,273 02
La Fayette.....	269 99	Waushara.....	8 82
Langlade.....	132 30	Winnebago.....	515 48
Lincoln.....	784 49	Wood.....	158 76
Total.....			\$21,571 97





